DOCUMENT RESUME

ED 345 883 PS 020 661

AUTHOR	Godt, Pamela Terry; And Others
TITLE	Early Childhood Education. Volume I: Workshop Essentials. Curriculum and Instruction Specialty Option Workshop Leader's Guide.
INSTITUTION	Chapter 1 Technical Assistance Center, Indianapolis, IN. Region B.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	TAC-B-234
PUB DATE	Feb 91
CONTRACT	LC88023002
NOTE	190p.; For volumes II and III, see PS 020 662-663.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Administrators; *Early Childhood Education; Educational Objectives; Educational Research; Educational Trends; *Inservice Education; *Integrated Curriculum; Outcomes of Education; *Program Descriptions; Program Evaluation; Staff Development; Teachers; Transparencies; *Workshops
IDENTIFIERS	Education Consolidation Improvement Act Chapter 1

ABSTRACT

This document is the first volume of a three-volume set comprising a workshop leader's guide designed to help in-service providers conduct workshops on early childhood education for teachers, administrators, and others associated with Chapter 1 programs. The guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. To allow flexibility in workshop presentation, workshop variations and alternate activities are suggested; in addition, the guide's 10 sections are designed so that they can be expanded or contracted. Volume I of the set considers workshop essentials and contains sections 1 through 5, the first of which, "Getting Started," includes a checklist of materials and equipment needed to conduct the workshop. Section 2, "Presenter's Guide," discusses goals of the workshop, specific activities, recommendations for using overhead transparencies and handouts, and suggestions for workshop evaluation. Masters for 18 transparencies and 17 handouts comprise Sections 3 and 4. Section 5 is a bibliography of more than 500 items organized in 9 topic areas relevant to early childhood education. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TAC B-234

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Chapter 1 Curriculum & Instruction Resource Center

ED345883

Curriculum & Instruction Specialty Option Workshop Leader's Guide

Early Childhood Education

Volume I: Workshop Essentials

PS 020661

PRC/ Region B Technical Assistance Center
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160   (800) 456-2380

BEST COPY AVAILABLE

NAESP Acountability Standards for Early Childhood Education

The National Association of Elementary School Principals published *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children* in 1990. This publication, often referred to as "the blue book" because of the color of its cover, is available from NAESP (1615 Duke Street, Alexandria, VA 22314) for $14.95 (non-members). The blue book includes an overview of trends and issues in early childhood education, principles of effective early childhood curricula, 28 program standards with respective quality indicators, a checklist for applying the standards, a brief bibliography, a short glossary, and a list of selected organizations concerned with early childhood programs. The 28 standards are divided into the categories of curriculum, personnel, accountability, parents, and community. The accountability standards and quality indicators are listed below.

ACCOUNTABILITY STANDARD: The principal institutes an approach to student assessment that is consonant with developmental philosophy, curriculum, and positions taken by other professional associations involved with the appropriate testing of young children.

QUALITY INDICATORS:

- Letter grades are not used to report student progress to parents. Rather, the staff shares information derived from recorded observations, interviews, samples of student work, etc.
- Student progress is defined in terms of individual growth and development rather than by comparisons with other children or against an arbitrary set of criteria.
- Overall assessments of student progress represent joint ventures between teacher and parents.
- No major decisions regarding a child's placement or progress are made on the basis of a single test score.

ACCOUNTABILITY STANDARD: The school is ready for the children rather than expecting the children to be ready for the school.

QUALITY INDICATORS:

- Entry level testing or screening is not used for exclusion from the program. Children are admitted to kindergarten solely on the basis of whether they meet state entrance age requirements.
- Whenever possible, extended day programs are offered in a continuous learning environment (toward meeting the community's child care needs).

ACCOUNTABILITY STANDARD: The school's procedures and policies reflect both the community's standards and the children's needs.

QUALITY INDICATORS:

- Participation in the program is consistent with the community's ethnic/minority population.
- If there are problems or circumstances that hinder the family from placing an eligible child in the program, the school helps in the search for solutions.

ACCOUNTABILITY STANDARD: Retention is rarely considered an appropriate option in a developmental program.

QUALITY INDICATORS:

- Children who do not keep exact pace are not labeled failures; a vigorous effort is made to learn why that child seems to be laggard and to correct the situation.

- If retention is considered, the decision is never based on a single factor but on a wide variety of considerations, using various assessment techniques and instruments and including observations by the principal, the teacher, the support staff, and parents.

ACCOUNTABILITY STANDARD: All members of the teaching staff have formal training in early childhood education.

QUALITY INDICATORS:

- The staff is composed of people who have taken coursework not only in elementary education but in teaching young children.

ACCOUNTABILITY STANDARD: The principal evaluates the teachers with evaluation instruments that reflect the most advanced early childhood philosophy and goals.

QUALITY INDICATORS:

- The principal ensures that the teachers understand the procedures to be used in evaluating them and the emphasis to be placed on early childhood criteria.

- The evaluation reflects teaching strategies and classroom organization and management that are most effective and relevant with young children.

ACCOUNTABILITY STANDARD: The principal demonstrates understanding of quality early childhood programs and provides the environment for the implementation and management of such programs.

QUALITY INDICATORS:

- The teachers are provided opportunities for keeping abreast of the continuing advances in early childhood education.
- The principal is clear and persuasive in preserving the program from pressures to make the program more rigid or more like programs for older children.
- The principal conducts periodic self-assessment of the components of early childhood programs by using the checklist in this document [*Early Childhood Education and the Elementary School Principal*].

ACCOUNTABILITY STANDARD: The principal has developed a plan for monitoring and regularly assessing the program.

QUALITY INDICATORS:

- The principal periodically assesses the school's performance in providing educational experiences truly relevant to young children.
- Evaluation statements and reactions are regularly solicited from teachers and parents and are used to improve the program.
- There is an annual review of all aspects of the program--philosophy, curriculum, evaluation techniques, professional development activities, parent involvement, etc.

PLEASE
COMPLETE
AFTER 1st
USE!

Evaluation of Workshop Leader's Guide
Early Childhood Education

Directions: Please tell us how you used this Workshop Leader's Guide and how well it met your needs.

PART I: USER INFORMATION

Your affiliation is with: _____TAC _____R-TAC _____SEA/LEA _____ Other (please specify):

Your level of prior knowledge of this topic topic was: _____ high _____ medium _____ low

Check all of the blanks that describe your use of the guide:

Purpose	Method	Clients
___ to research a topic	___ presented with no changes	___ LEA
___ to prepare a workshop presentation	___ presented with few changes	___ SEA
___ other (please specify):	___ presented with many changes	___ Other (please specify):

Place a check in front of each section of the guide you used (some guides will not have all the sections listed):
___ Presenter's Guide ___ Transparency Masters ___ Handout Masters ___ Background Paper
___ Support Articles ___ Support Activities ___ Bibliography

To your clients, you distributed copies of:
___ Presenter's Guide ___ Transparencies ___ Handouts ___ Other (please specify):

PART II: CONTENT

The balance between theory and application in the guide was:
___ good ___ poor (too little theory) ___ poor (too little application)

The scope of the guide was: ___ appropriate ___ too broad ___ too specific

The material in the guide was: ___ timely ___ dated ___ too innovative

For my audience(s), the content was: ___ just right ___ over their heads ___ too rudimentary

If you or your audience found anything inappropriate in the guide, check the category and specify the problem and where it occurs: ___gender ___ race ___ ethnic ___ age ___regional ___ other (please specify):

PART III: DESIGN

The organization of the guide was: ___ satisfactory ___ unsatisfactory (please specify):

The graphics on the masters: ___ reinforced content ___ distracted from content

The quality of copies produced from the masters was: ___ satisfactory ___unsatisfactory (please specify):

Please write additional comments or suggestions at the top of the reverse side of this form. Fold the form so the comments are on the inside before mailing. THANK YOU!

Additional Comments & Suggestions:

Place
Stamp
Here

Chapter 1 Curriculum & Instruction Center
Advanced Technology, Inc.
2601 Fortune Circle Drive East
Indianapolis, IN 46241

Chapter 1
Curriculum &
Instruction
Resource Center

Curriculum & Instruction
Specialty Option
Workshop Leader's Guide

Early Childhood Education

Volume I: Workshop Essentials
Volume II: Instructional Activities & Handouts
Volume III: Guidelines, Standards, & Model Programs

Developed by :

Pamela Terry Godt, Project Director
Dorothy Jensen, Curriculum Specialist
Marypat Ehlmann, Curriculum Specialist

PRC / Region B Technical Assistance Center
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 (800) 456-2380

Chapter 1
Curriculum &
Instruction
Resource Center

Curriculum & Instruction
Specialty Option
Workshop Leader's Guide

EARLY CHILDHOOD EDUCATION

Volume I: Workshop Essentials
Volume II: Instructional Activities & Handouts
Volume III: Guidelines, Standards, & Model Programs

This workshop guide was developed by the staff of the Curriculum & Instruction Specialty Option, Region B Technical Assistance Center, under Contract No. LC88023002 with the U.S. Department of Education. Any findings, opinions, conclusions, or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the U.S. Department of Education.

PRC / Region B Technical Assistance Center
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160 (800) 456-2380
February 1991

Acknowledgements

The staff of the Curriculum and Instruction Specialty Option would like to thank the many other individuals whose assistance and feedback made the production of these materials possible.

First, we gratefully acknowledge the information provided by TAC/R-TAC staffs around the country for their suggestions and feedback concerning their needs in this area as well as for specific critiques concerning additions, deletions, and other changes suggested to earlier drafts.

Next we would like to thank the many classroom teachers and other LEA & SEA staff members who gave of their time and knowledge to pass along additional suggestions concerning ways to best meet the specific needs of their students. Many of their comments and suggestions are included in the "Notes From the Field" section of the handouts in Section 6 of Volume II. We would like to thank:

Kentucky:

Maritta Belcher
Robinson Creek School
Robinson Creek, KY

Helena A. Goodman
Millard Elementary
Pikeville, KY

Carolyn S. Looney
Elkhorn City Elementary
Elkhorn City, KY

Phyllis Lowe
Johns Creek School
Pikeville, KY

Cheryl McCoy Slater
Varney Elementary
Toler, KY

Maryland:

Audrey N. Caldwell
Thomas Claggett Elementary
Forestville, MD

Shirley Eden
Bladensburg Elementary
Bladensburg, MD

Anita B. Mason
Charles Carroll of Carrollton
Baltimore, MD

Michele Parker
Thomas Claggett Elementary
Forestville, MD

Dorothy J. Polk
Charles Carroll of Carrollton
Baltimore, MD

Rita C. Shemer
Charles Carroll of Carrollton
Baltimore, MD

Washington, D C:

Bernice Anderson
Burrville Elementary

Marie Bradshaw
Orr Elementary

Erica Brittain
Merritt Elementary

Maria Calloway
Gibbs Elementary

Dorothy Johnson
Randle Highland Elementary

Beverly Law
Tubman Elementary

Barbara Lewis
M. C. Terrell Elementary

Coleen Mann
Emery Elementary

Washington, DC:

Loretta Mask
Reed Elementary

Gloria McGeachy
Webb Elementary

Valerie Pasha
Aiton Elementary

Aretta Roberts
Shadd Elementary

Louise Thurston
Ludlow Elementary

Brenda White
Blow Elementary

Patricia Young
Green Elementary

We gratefully acknowledge the assistance of the following SEA/LEA staff for helping arrange field reviews of our materials: Ms. Anne Pitts and Dr. Judine Johnson (District of Columbia Public Schools), Ms. Donna Arquilla (Bladensburg, MD), Dr. Guinevere Berry (Charles Carrollton in Baltimore, MD), and Ms. Becky Francis (Pike County Kentucky Schools). We wish to thank Ms. Donna Ormiston and Dr. Sal Mowery from Region B TAC and Region 2 R-TAC for conducting field tests and also gratefully acknowledge the assistance of Ms. Suzi Peterson in creating earlier versions of some of the transparency and handout masters, and Ms. Madeline Spangler and Ms. LaDonna Gerbick for their assistance in typing numerous drafts of these materials.

Table of Contents

Workshop Leader's Guide:

Early Childhood Education

Volume I: Workshop Essentials

Preface: Evaluation of Workshop Leader's Guide (in pocket)
Title Pages
Acknowledgements
List of Transparency Masters
List of Handout Masters

Section 1: Getting Started
Section 2: Presenter's Guide (with Reference List)
Section 3: Transparency Masters
Section 4: Workshop Activity Masters
Section 5: Bibliography (preceded by a topic outline)

Volume II: Instructional Activities & Handouts

Section 6: Handout Masters-- Instruction
Section 7: Handout Masters-- Evaluation

Volume III: Guidelines, Standards, & Model Programs

Section 8: Guidelines-- Laws, Regulations, & DYKs
Section 9: Guidelines-- Goals & Standards
Section 10: Model Programs

List of Transparency Masters

The Transparency Section includes blackline masters of the transparencies referenced in the Presenter's Guide. Our purpose with each transparency is to illustrate key information, to focus participant attention, and to reinforce major points rather than put a great deal of copy on the screen. Related handouts provide more detailed information.

Transparency #	
T-1	Early Childhood Education--Workshop Cover Page
T-2a	Early Childhood Education Workshop Goals-- Introductory Workshop
T-2b	Early Childhood Education Workshop Goals-- Extended Workshop
T-3a	National Goals for Education: The Readiness Goal
T-3b	The Preschool Years
T-3c	Measurable National Education Goals
T-4	Selected Early Childhood Education Terms & Definitions
T-5	Workshop Key Questions
T-6	Four Levels of "Apple" Abstraction
T-7	"Every child has a sprout of talent . . ." --Shin'ichi Suzuki Quote
T-8	The Status of Young Children in America
T-9	Research Questions in Early Childhood Education
T-10a	Research Outcomes of Preschool Programs
T-10b	Current Trends & Issues in Early Childhood Education
T-11	Chapter 1 Evaluation of Young Children
T-12	Desired Outcomes: Early Childhood
T-13	"Rush To Do More . . ." --Carol Hillman Quote
T-14	Appropriate Practices to Use With Young Children
T-15	First Law of Dynamic Teaching
T-16	Young Children Are Natural Scientists
T-17	Teaching Is Asking
T-18	The Little Boy--Poem

T-19	NAESP Principles Underlying an Effective Early Childhood Curriculum
T-20	Play ... A window to the child's mind
T-21	High/Scope Program Recommendations: Components for Optimal Learning by Young Children
T-22	"All I Need to Know... I Learned in Kindergarten"-- Fulghum Quote
T-23	Literacy Quiz
T-24	Characteristics of Effective Programs for Disadvantaged Young Children
T-25	Model of Learning and Teaching
T-26	"Experience is a Powerful Teacher" --Twain Quote
T-27	"Children Learn What They Live" -- Nolte Quote

List of Handout Masters

There are handout masters throughout the *Workshop Leader's Guide: Early Childhood Education*. In *Volume I: Workshop Essentials*, the black line masters are in Section 4: Workshop Activity Masters. In *Volume II: Instructional Activities & Handouts*, the black line masters are in Section 6: Handout Masters-- Instruction and in Section 7: Handout Masters-- Evaluation. In *Volume III: Guidelines, Standards, & Model Programs*, the black line masters are in Section 8: Guidelines-- Laws, Regulations, & DYKs; in Section 9: Guidelines-- Goals & Standards; and in Section 10: Model Programs.

Volume I: Workshop Essentials

Section 4: Workshop Activity Masters

Handout ID#	
H4-1	Cover for Workshop Handouts
H4-2a	Workshop Goals--Introductory Workshop
H4-2b	Workshop Goals--Extended Workshop
H4-3	Workshop Evaluation Form
H4-4	Excerpts from *The National Goals for Education*-- "Readiness for School"
H4-5	Key Early Childhood Education Terms and Definitions
H4-6	"Apple" Exploration Activity with Key Experiences Checklist
H4-7	"Every Child Has A Sprout of Talent" --Shin'ichi Suzuki Quote
H4-8	The Status of Young Children in America
H4-9	Success of Early Interventions with Preschool Children: What The Research Tells Us
H4-10	Overview of Major Studies of Early Childhood Programs
H4-11	Trash-to-Treasure Toy Company Activity with Key Experiences Checklist
H4-12	"The Little Boy" --Poem
H4-13	NAEYC Principles of Appropriate Practices for Young Children
H4-14a	True/False Literacy Quiz
H4-14b	Key to the True/False Literacy Quiz
H4-15	"All I really need to know I learned in Kindergarten" --Excerpt
H4-16	"Experience is a powerful teacher...."--Twain Quote
H4-17	Children Learn What They Live

Volume II: Instructional Activities & Handouts

Section 6: Handout Masters-- Instruction

Handout ID#	
H6-1	Learning Through Child's Play
H6-2	The Who, What, When ... of Cooperative Learning
H6-3	It's Story Mime Time
H6-4	Reading Aloud to Young Children
H6-5	A Listening Activity for Young Children (Lou Green Story)
H6-6	Music, Art, and Movement for Young Children
H6-7	Teaching Math Through Literature
H6-8	Concrete Math Activities
H6-9	Emergent Literacy-- What Is It? What Does It Mean for Classroom Instruction?
H6-10a	Science Instruction for Young Children
H6-10b	K-W-A-L Strategy
H6-10c	Science Activity for Young Children: Sink or Float
H6-10d	Science Activity for Young Children: Volcanos
H6-10e	Science Activity for Young Children: Boats
H6-11a	Sample Daily Schedules (Preschool, Head Start, Day Care)
H6-11b	A Multi-Age Grouping Class Schedule
H6-11c	An Ungraded Primary Class Schedule

Volume II: Instructional Activities & Handouts

Section 7 Handout Masters-- Evaluation

Handout ID#	
H7-1	Desired Outcomes: Early Childhood Education
H7-2	Early Childhood Key Experiences Checklist
H7-3	NAEYC Position Statement on School Readiness
H7-4	Child Development
H7-4a	A Quick Reference Guide to Child Development
H7-4b	Child Development Ages 12 to 15 Months
H7-4c	Child Development Ages 15 to 18 Months
H7-4d	Child Development Ages 18 to 24 Months
H7-4e	Child Development Ages 2 to 2 1/2 Years
H7-4f	Child Development Ages 2 1/2 to 3 Years
H7-4g	Child Development Ages 3 to 4 Years
H7-4h	Child Development Ages 4 to 5 Years
H7-4i	Child Development Ages 5 to 6 Years
H7-4j	Child Development Ages 6 to 7 Years
H7-4k	Child Development Ages 7 to 8 Years
H7-5	NAESP Accountability Standards for Early Childhood Education
H7-6	NAEYC Position Statement on Standardized Testing of Young Children 3 Through 8 Years of Age
H7-7	Summary of Principles for Kindergarten Entry and Placement
H7-8a	NCTM Recommends Mathematical Evaluation Standards....
H7-8b	Math Evaluation Standards for All Grades
H7-9	Learning Environment Checklist for Early Childhood Programs
H7-10	Portfolio Assessment-- A Sample

Volume III: Guidelines, Standards, & Model Programs

Section 8: Guidelines-- Laws, Regulations, & DYKs

Handout ID#	Laws & Regulations
H8-1	Overview of Federal Programs Serving Young Children (chart)
H8-2a	Chapter 1 Basic Programs Authorization-- Excerpts from PL 100-297
H8-2b	Chapter 1 Even Start Authorization-- Excerpts from PL 100-297
H8-2c	Chapter 1 Migrant Program Authorization Excerpts from PL 100-297
H8-2d	Chapter 1 Handicapped Programs Authorization-- Excerpts from PL 100-297
H8-3	Preschool, Kindergarten, & First Grade References in the *Chapter 1 Policy Manual -- Basic Programs*
H8-4	Chapter 1 Services to Handicapped Children Provided Under Basic Programs --Excerpts from the *Chapter 1 Policy Manual*
H8-5	Early Childhood Education Services to Migratory Children... Excerpts from the *Migrant Education Policy Manual* (May 1990 draft)

Handout ID#	Did You Know's
H8-6	National Goals for Education (Readiness for School)
H8-7	Even Start (Intergenerational Literacy Programming)
H8-8	Chapter 1 Programming for Migrant Young Children
H8-9	Chapter 1 Programming for Handicapped Young Children
H8-10	PL 94-142 & Early Childhood Education
H8-11	PL 99-457 (Early Intervention for Handicapped Children)
H8-12	Head Start (Comprehensive Preschool Services for Economically Disadvantaged Children)

Volume III: Guidelines, Standards, & Model Programs

Section 9: Guidelines-- Goals & Standards

Handout ID#	
H9-1	Ten Attributes of Effective Schools for Disadvantaged Children
H9-2	National Goals for Education (booklet)
H9-3	Standards for Early Literacy Development
H9-4a	NAEYC Principles of Appropriate Practices for Young Children
H9-4b	NAEYC & NAECS/SDE Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8
H9-5a	NAESP Principles of Effective Early Childhood Curricula
H9-5b	NAESP Standards for Early Childhood Curricula
H9-5c	NAESP Accountability Standards for Early Childhood Education
H9-6a	NCTM Recommends Changes in K-4 Mathematics Curriculum
H9-6b	Assumptions Underlying NCTM K-4 Mathematics Standards
H9-6c	Math Curriculum Standards for Grades K-4
H9-6d	NCTM Recommends Math Evaluation Standards . . .
H9-6e	Math Evaluation Standards for All Grades

Volume III: Guidelines, Standards, & Model Programs

Section 10: Model Programs

Handout ID#	
H10-1	A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs from the *Effective Compensatory Education Sourcebook*
H10-2	Unusually Effective Migrant Early Childhood Education Programs, Excerpts from the *Effective Compensatory Education Sourcebook*
H10-3	Excerpts from *Education Programs That Work*, Sample of Exemplary Early Childhood Education Programs (National Diffusion Network)
H10-4	Noteworthy Early Childhood Programs from *A Resource Guide to Public School Early Childhood Programs* Edited by Cynthia Warger (ASCD)

Early Childhood Education

Section 1: Getting Started

Chapter 1
Curriculum &
Instruction
Resource Center

Getting Started

What's in this Guide?

This Workshop Leader's Guide consists of three volumes of information. It is designed to assist Technical Assistance Center staff members and other inservice providers in conducting successful workshops on **early childhood education** for teachers, administrators, and others associated with Chapter 1 programs. This guide contains step-by-step procedures for preparing, organizing, and presenting a full-day comprehensive workshop. Reference lists are included with appropriate handouts, so that they may be used separately with clients, if desired.

CONTENTS:

Volume I: Workshop Essentials

Section 1, Getting Started, includes an Advance Planner and a detailed checklist for materials and equipment needed to conduct a successful workshop on early childhood education.

Section 2, the **Presenter's Guide**, includes detailed instructions for presenting a half-day to full-day workshop. It includes the goals of the workshop, specific activities, recommendations for using the overhead transparencies and participant handouts, and suggestions for workshop evaluation. The script in the Presenter's Guide can be expanded or contracted to provide the basis for workshops of varying lengths. Feel free to pick and choose segments to present that you feel will best meet the needs of your audience. The Presenter's Guide also includes research support and background information about the topic.

Section 3 contains the blackline masters for the overhead **Transparencies** referred to in the Presenter's Guide.

Section 4 contains the blackline masters for the **Handouts** referred to in the Presenter's Guide. See also Volume II, Sections 6 & 7, and Volume III, Sections 8, 9, & 10, for additional handouts you may want to include.

Section 5 contains a **Bibliography** of additional sources of information subcategorized by early childhood topics and accompanied by a detailed outline. You may also want to examine the reference sections of many of the handouts contained in Volume II, Sections 6 & 7, and Volume III, Sections 8, 9, & 10.

Volume II: Instructional Activities & Handouts

Section 6 contains a wide variety of **Handout Masters** on early childhood topics related to **Instruction.** These handouts cover a broad range of topics including: cooperative learning, reading aloud, dramatics, music, art, movement, mathematics, emergent literacy, science instruction, and sample class schedules.

These handouts can be used as the basis for doing short (one- or two-hour) follow-up workshop sessions on the topics listed.

Section 7 contains an assortment of **Handout Masters** related to early childhood **Evaluation.**

These handouts contain information on desired outcomes; key experiences; a reference guide to child development; position statements from NAEYC, NAESP, & NCTM regarding school readiness, accountability, evaluation standards and standardized testing; principles for kindergarten entry and placement; a learning environment checklist; and a sample portfolio assessment for young children.

Volume III: Guidelines, Standards, & Model Programs

Section 8 contains **Guidelines** including information about **Laws, Regulations, and "Did You Know . . ."** tip sheets.

It contains excerpts from Chapter 1 law (PL 100-297) related to young children including: the basic program, Even Start, migrant program, and handicapped program; excerpts from the Chapter 1 Policy Manual; and excerpts from the Migrant Education Policy Manual (1990 draft).

The Did You Know . . ." tip sheets cover the following topics: National Education "Readiness" Goal, Even Start, Migrant, Handicapped, and Head Start.

Section 9 contains **Guidelines -- Goals and Standards** from several national organizations related to young children. This section contains the National Education Goals, standards for early literacy development, NAEYC principles of appropriate practice as well as guidelines for curriculum content for and assessment of young children, principles, and standards for both curricula and accountability from the National Association of Elementary School Principals (NAESP), and a variety of math standards and recommendations from the National Council of Teachers of Mathematics (NCTM).

Section 10, the final section, contains four sets of descriptions of **Model Early Childhood Programs.** These include unusually effective Chapter 1 early childhood programs and migrant early childhood programs from the *Effective Compensatory Education Sourcebook,* exemplary early childhood programs from the *National Diffusion Network,* and a summary of several noteworthy early childhood programs from *A Resource Guide to Public School Early Childhood Programs* from the Association for Supervision & Curriculum Development.

How to Use this Guide

This Guide contains the planning and presentation materials necessary to conduct a successful workshop on early childhood education. The materials were developed to allow a great deal of flexibility. Suggestions for workshop variations and a number of alternate activities are included so that the workshop can be adjusted to fit the needs and backgrounds of the participants. A wide range of approaches, types of activities, and specific research can be used in the actual workshop presentation. You may choose to change, add, or eliminate an activity or transparency. The sections in the Presenter's Guide are well suited for expansion or contraction, depending upon your presentation needs. Special notes and user instructions appear in boxes, within brackets, or with special graphics throughout the Guide.

Planning the Workshop

Begin your advance planning for the workshop by establishing some of the initial details, such items as date, place, and type of audience. (See **Advance Planner,** a simple checklist for planning a workshop, page 6.) Begin studying the contents of this guide by following the ***G-U-I-D-E*** steps outlined below: ***Glance*****,** ***Understand*****,** ***Investigate*****,** ***Develop*****,** and ***Edit*****.**

G-U-I-D-E

- *Glance* through the entire set of materials. This will give you a feel for the types of materials contained in the Guide (and their location) when you study the details later.
- *Understand* as many of the materials contained in the Guide as possible. Plan enough time to develop a full grasp of the variety of handout and resource materials available on a number of different topics related to early childhood in order to make more informed decisions about your workshop presentation.
- *Investigate* further. You may want to do additional research, address some different problems, or experiment with various activities.
- *Develop* additional materials. These may be workshop notes, transparencies, handout pages, activities, or any item resulting from your "investigating" activities to fit your time span and your audience.
- E*dit*. Look carefully at the total picture, then elaborate or eliminate, if necessary.

Begin planning as soon as possible. Even if you use only the materials in this Guide, the ***G-U-I-D-E*** steps will take time and should be included in your planning. It is especially important to allow yourself the opportunity to thoroughly explore and review the activities in the **Presenter's Guide** and the suggested handouts in the rest of the volumes so that the purpose and strategies for each activity will become familiar to you. In addition, as you engage in the activities, you are likely to discover that you need or want to try additional activities from several sources. Several alternate activities and materials are referenced in the Presenter's Guide and provided in the handout section in Volume I, Section 4.

Additional ideas may be found in the bibliography and in Volume II, Sections 6 & 7. You may find that these alternative ideas are better suited to your particular workshop and, therefore, you may want to substitute them for other workshop materials in earlier sections of this guide. Volume III contains additional resources, including standards and guidelines from the law, and from national organizations related to early childhood. It includes summary descriptions of a variety of model early childhood programs that have been singled out for their excellence. We hope you find all of these materials useful.

What You Need for the Workshop:

EQUIPMENT

- ____ Overhead Transparency Projector
  - ___ extension cord
  - ___ 3-way plug adaptor
  - ___ extra bulb or spare projector
- ____ Blank Overhead Transparencies
- ____ Marking pens (to write on transparencies)
- ____ Screen
- ____ Microphone (if needed)

MATERIALS

- ____ Presenter's Guide
- ____ Your Supporting Notes
- ____ Participant Handouts (pick and choose from Vol. I, Section 4; Vol. II, Sections 6 & 7, or Vol. III, Sections 8, 9, & 10. Have one set of handouts for each participant)
- ____ Overhead Transparencies (prepared from transparency masters in Section 3)

SUPPORT MATERIALS

- ____ Chart paper and/or poster board
- ____ Marker and tape (or chalkboard & chalk)
- ____ Props for demonstrations or activities (e.g. apples, trash, etc., for activities)

Before You Begin

Make copies of the overhead transparencies you plan to use in the workshop, and be sure you have one copy of the handouts for each participant. If you are presenting the workshop in a location with which you are unfamiliar, ask the local contact person to be sure the equipment listed above is available and in working order on the scheduled day and time of the workshop. If you will be supplying your own equipment, make arrangements for obtaining it well in advance of the workshop and make sure everything is in working order.

Workshop Advance Planner

Presentation Information

Title ______________________________

Date __________ Day __________ Time __________

Place ______________________________

____

Audience Type __________ Number __________

Purpose ______________________________

Contact Person __________ Phone __________

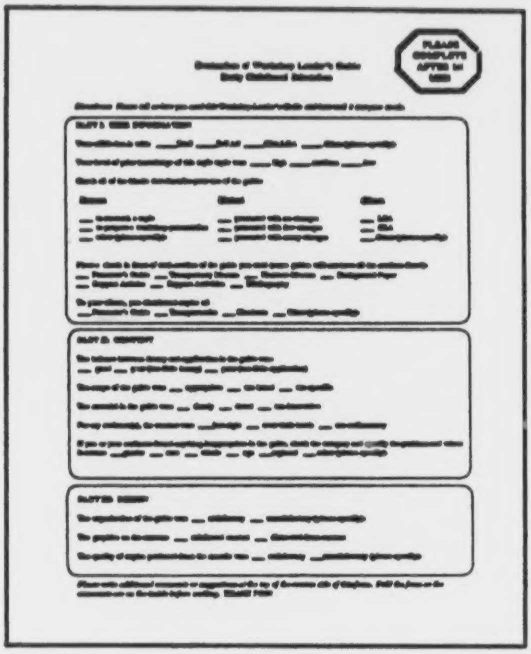
Planning Task	Notation	Date Completed
Contact Person(s) for Planning	________	________
Confirm Date, Time & Place	________	________
Make Travel and Hotel Plans	________	________
Arrange for Equipment	________	________
Send Workshop Agenda to Contact	________	________
Personalize Workshop Outline	________	________
Other ________	________	________

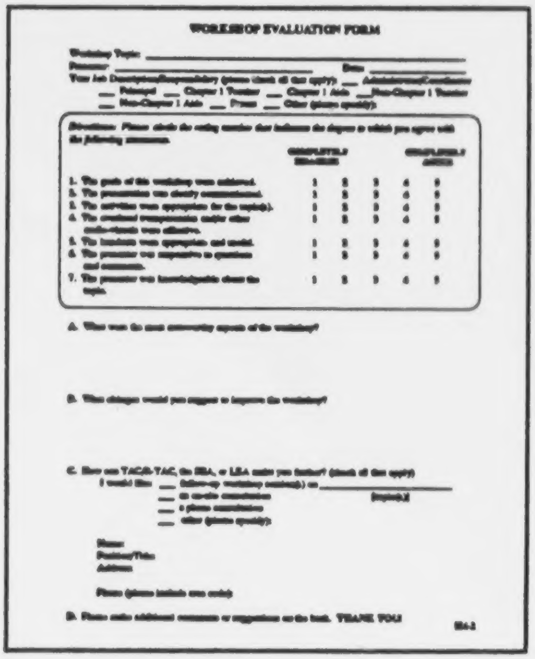
Workshop Evaluation

Workshop Leader's Guide Evaluation

It is important for us to know how well the various parts of the Workshop Leader's Guide worked for you and to receive your suggestions of ways to improve future workshops. Please take one of the evaluation forms we have put in the pocket just inside the cover of this binder (the form is illustrated on the right).

Please note your reactions as you review the materials in the Guide prior to your presentation. Complete the form as soon after your first presentation as possible. Fold the form so your written comments are covered, staple or tape the packet closed, stamp, and mail.




WORKSHOP EVALUATION FORM

Workshop Evaluation

In the Presenter's Guide, we suggest you take the last few minutes to conduct your workshop evaluation. The choice of method and instrumentation is yours. In the handout section, we have included a sample of the form currently used by Region B TAC and Region 2 R-TAC (the form is illustrated on the left). Whatever basic form you use, we recommend you supplement it with questions related to your specific goals and audience.

If you receive specific comments about the materials from this Guide (i.e., transparencies, handouts, content used from the presenter's guide), please include a brief summary on your Workshop Leader's Guide Evaluation.

Early Childhood Education

Section 2: Presenter's Guide

Chapter 1
Curriculum &
Instruction
Resource Center

EARLY CHILDHOOD EDUCATION
PRESENTER'S GUIDE OUTLINE

Introduction/Overview

Display T-1: "Early Childhood Education" (ECE) P. 1
Display T-2: "ECE Workshop Goals" P. 1

Distribute Participant Handouts P. 2

National Education Goals P. 2

Display T-3a: "The Readiness Goal" P. 3
Display T-3b: "The Preschool Years" P. 4

Definitions

Display T-4: "Selected ECE Terms & Definitions" P. 4

Overview of Workshop Content P. 4

Display T-5: "Workshop Key Questions" P. 5

Starter Activity P. 5

***APPLE EXPLORATION ACTIVITY** P. 6

Display T-6: "Four Levels of 'Apple' Abstraction" P. 6

[Optional Break] P.7

Re-display T-5: "Workshop Key Questions" P. 7

Some Answers to Key Questions About Early Childhood Education P.7

Key Question 1: What Is Early Childhood Education? P. 7

The Children P. 7

The Kind of Education P. 8

Key Question 2: Why Is There a New Sense of Urgency About Early Childhood Education? P. 9

Display T-7: "Every Child Has a Sprout of Talent" P. 9

Early Childhood Statistics P. 9, 10

Early Childhood Education Presenter's Guide Outline (Cont.)

Display T-8: The Status of Young Children in America" P. 9

How are We Responding to the Needs? P. 11

State Initiatives P. 11

Even Start P. 11

Business Initiatives P. 11

Key Question 3: Are Early Childhood Education Programs Making a Difference? What Does the Research Say? P. 12

Display T-9: "Research Questions in ECE" P. 12

Research Question 1: "Do Early Childhood Education Programs Have a Positive or Negative Impact on Children?" P. 13

Research Question 2: "Do Early Childhood Education Programs Have Not Only Short-Term But Also Long-Term Positive Impacts on Children?" P. 13

Reasons for Fade Out of Cognitive Effects P. 13, 14

Long-Term Positive Impacts P. 14

Research Question 3: "Which Program is Best?" P. 14

Display T-10a: "Research Outcomes of ECE" P. 15

Research Question 4: "What Specific Program Characteristics Are Most Important for the Optimal Development of Young Children?" P. 15

Display T-24: "Characteristics of Effective Programs for Disadvantaged Young Children" P. 15

[Optional Break]

Key Question 4: What Are the Current Trends & Issues P. 16

Display T-10b: "Current Trends & Issues in ECE" P. 17

Kindergarten Demographics P. 18

Preschool Enrollment Demographics P. 18

Coordination Among Programs P. 18

Early Childhood Education Presenter's Guide Outline (Cont.)

Key Question 5: What Is the Role/Responsibility of Chapter 1 in Early Childhood Education? P. 19

Re-display T-3b: "The Preschool Years" P. 19
The Preschool Years (Cont.) P. 20

Key Question 6: What Are Appropriate Desired Outcomes for Young Children, and

How Should They Be Measured? P. 20

Display T-11: "Chapter 1 Evaluation of Young Children" P. 21

Chapter 1 Desired Outcomes P. 21

Display T-12: "Desired Outcomes: Early Childhood" P. 21

***Desired Outcomes Activity** P. 22, 23

Measurement of Desired Outcomes P. 23

New Directions in Measurement P. 24

[Optional Break]

Assessment Activity P. 25

***TRASH-TO-TREASURE TOY COMPANY ACTIVITY** P. 25

Key Question 7: What Should Be the Content and Organization of Early Childhood Curriculum and Instruction? P. 25

Academic vs. Developmental Focus P. 25

Display T-13: "Rush to Do More . . ." Carol Hillman Quote P. 26
Display T-14: "Appropriate Practices to Use With Young Children" P. 26

Developmentally Appropriate Practice P. 26

1. Teach the whole child P. 26
2. Use an integrated curriculum P. 27

Display T-15: "First Law of Dynamic Teaching" P. 27

Early Childhood Education Presenter's Guide Outline (Cont.)

3. Involve Young Children in Active Rather than Passive Activities P. 27

4. Use developmentally appropriate materials P. 27

Display T-16: "Children Are Natural Scientists" P. 27

5. Provide Instruction in a meaning context P. 27

Display T-17: "Teaching Is Asking" P. 28

6. Provide children with opportunities for group projects that foster language interactions P. 28
7. Use cooperative group projects to foster positive peer interactions P. 28
8. Be flexible; adapt to the child P. 28
9. Provide children with the motivation to learn P. 28

*** "The Little Boy" Poem (Optional Activity)** P. 29

Display T-18: The Little Boy" P. 29

Consensus From Major Associations About Early Childhood Curricula P. 29

Display T-19: "NAESP Principles of Effective Early Childhood Curricula P. 29
Display T-20: "Play . . . a window to the child's mind" P. 30
Display T-22: "All I Need to Know . . . I Learned in Kindergarten" P. 30

***"All I Need to Know . . ." Activity** P. 30

***Literacy Quiz (Optional or Alternative Activity)** P. 31

Display T-23: "Literacy Quiz" P. 31

Numbered Heads Together P. 31

[Optional Break] P. 31

Key Question 8: What Are Effective Programs and Practices P. 32

Optional Summary: Re-display T-24: " Characteristics of Effective Programs for Disadvantaged Children" P. 32

High/Scope P. 33

Early Childhood Education Presenter's Guide Outline (Cont.)

Display T-21: "High/Scope Program Recommendations: Components for Optimal Leaning By Young Children" P. 33

1. Use real materials P. 33
2. Give children opportunities for active manipulation of objects P. 34
3. Give children choices P. 34
4. Give children opportunities for language development P. 34
5. Give children support P. 34

Handout on Model Early Childhood Programs P. 35

Conclusion

The Job Before Us P. 36

Re-display T-3a: "National Goals: The Readiness Goal" P. 36
Display T-3c: "Measurable Goals" P. 36

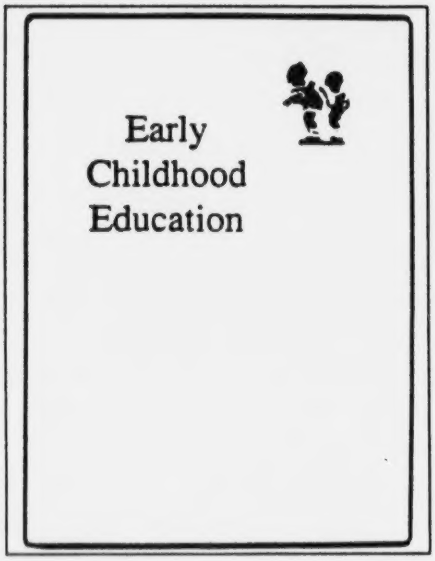
Mark Twain Anecdote P. 37

Display T-26: "Experience Is a Powerful Teacher" P. 37
Display T-25: "Model of Learning and Teaching" P. 37
Display T-27: "Children Learn What They Live" P. 38

Do Workshop Evaluation P. 38

Reference List P. 39-42

Display Transparency T-1: "Early Childhood Education" while participants are assembling.



Early
Childhood
Education

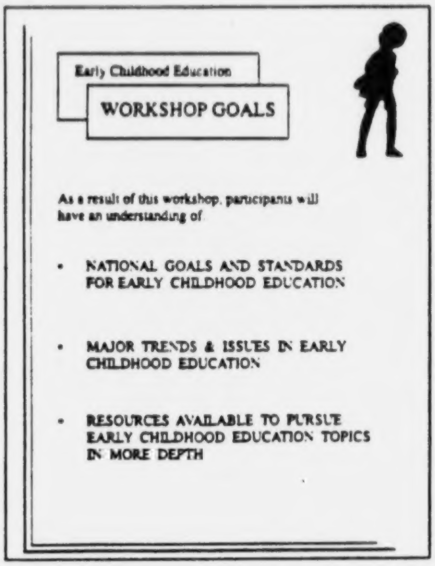
INTRODUCTION/OVERVIEW

Introduce yourself and briefly describe key professional experiences you have had related to young children and to Chapter 1 programs. If you are doing a one- to two-hour workshop (and you have a small enough group), have the participants briefly introduce themselves.

For a half-day or whole-day workshop, ask each person to interview and then introduce another person to the group. In the interviews, ask them each to share one experience they have had involving early childhood education, especially an experience with young Chapter 1 or at-risk/disadvantaged children. Share one key statistic about early childhood education and at-risk children, i.e., Head Start serves the largest number of disadvantaged children of any program, yet only 20% of the children eligible for Head Start services receive them (Kagan, 1990, p. 275).

Identify the purpose of the workshop in terms of the specific information you received from the contact who arranged the workshop with you.

Display Transparency T-2: "Early Childhood Workshop Goals"



Early Childhood Education

WORKSHOP GOALS

As a result of this workshop, participants will have an understanding of

- NATIONAL GOALS AND STANDARDS FOR EARLY CHILDHOOD EDUCATION
- MAJOR TRENDS & ISSUES IN EARLY CHILDHOOD EDUCATION
- RESOURCES AVAILABLE TO PURSUE EARLY CHILDHOOD EDUCATION TOPICS IN MORE DEPTH

Present the goals of the workshop. The goals listed in **T-2a** are for an introductory session. The goals listed in transparency **T-2b** are for a full-day or half-day comprehensive workshop. You may need to modify the list further for your specific time frame or to cover just the topics that fit your client's needs. This Presenter's Guide covers material for a comprehensive workshop. If you need to cover a topic in more depth than that provided in the guide, the bibliography in Section 5 lists a number of additional sources.

Handouts of the introductory and comprehensive workshop goals (**H4-2a** and **H4-2b**) are included in Vol. I, Section 4, of the Early Childhood Education Workshop Leader's Guide.

Introduction/Overview (Cont.)

Briefly describe how you plan to achieve the workshop goals. You may want to summarize the areas you plan to cover and your general time frame. It is a good idea, at this time, to tell participants your particular ground rules, i.e., how you want to handle questions, when you intend to have breaks, what your workshop evaluation procedures are, ☞ etc. [See handout **H4-3**, a sample workshop evaluation form, in Vol. I, Section 4.]

☞ Distribute Participant Handouts

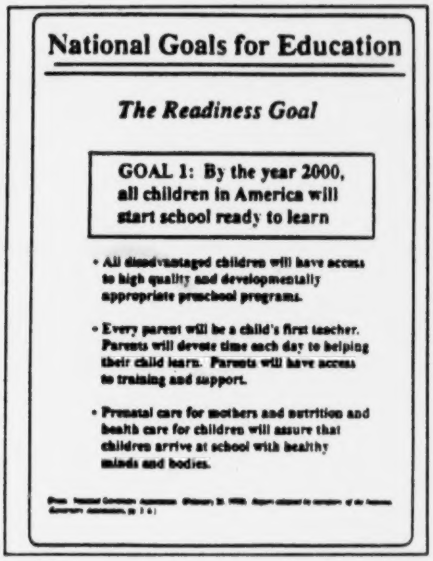
Distribute copies of the participant handouts you have chosen to use for your presentation. A cover master **(H4-1)** and a wide variety of possible handouts have been prepared for you. They are located in Section 4 of *Volume I: Workshop Essentials*, Sections 6 and 7 of *Volume II: Instructional Activities and Handouts*, and Sections 8-10 of *Volume III: Guidelines, Standards, & Model Programs*. Select those you would like to emphasize. Point out the handout with the goals for the workshop, and tell participants that most of the information on the workshop transparencies is covered in the handout packet, so they should not feel compelled to copy what appears on the overhead projector screen.

National Goals

Note that your audience's interest in early childhood education is part of a national focus that has been intensifying in the last few years.

Point out that in January of 1990 the President and the State Governors announced a set of National Goals for Education to be achieved by the year 2000. Although there is general agreement that the goals are very ambitious, they still represent targets toward which we are all expected to ☞ strive. [A booklet **(H9-2)** with the full text of the goal statements and accompanying narrative is included in Vol. III, Section 9, of the *Workshop Leader's Guide*; additional copies are available at no cost from the U.S. Department of Education.]

The first of the National Goals concerns early childhood education. It states that: "BY THE YEAR 2000, ALL CHILDREN IN AMERICA WILL START SCHOOL READY TO LEARN."



National Goals for Education

The Readiness Goal

GOAL 1: By the year 2000, all children in America will start school ready to learn

- **All disadvantaged children will have access to high quality and developmentally appropriate preschool programs.**
- **Every parent will be a child's first teacher. Parents will devote time each day to helping their child learn. Parents will have access to training and support.**
- **Prenatal care for mothers and nutrition and health care for children will assure that children arrive at school with healthy minds and bodies.**

Display T-3a: "National Goals for Education: The Readiness Goal"

This "readiness" goal is followed by three objectives:

- ALL DISADVANTAGED AND DISABLED CHILDREN WILL HAVE ACCESS TO HIGH QUALITY AND DEVELOPMENTALLY APPROPRIATE PRESCHOOL PROGRAMS THAT HELP PREPARE CHILDREN FOR SCHOOL.

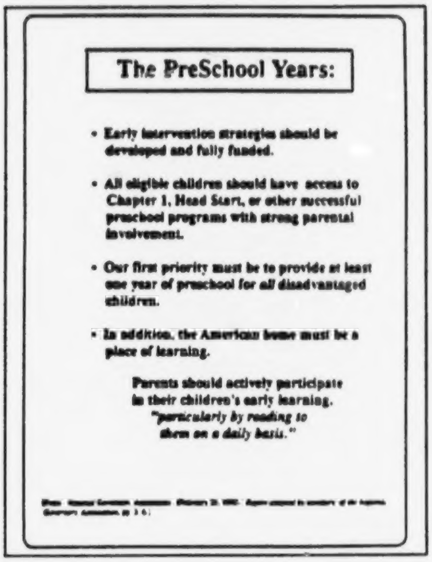
[The National Goals encourage the federal and state government to work together to develop and fund early intervention strategies for children.]

- EVERY PARENT IN AMERICA WILL BE A CHILD'S FIRST TEACHER AND DEVOTE TIME EACH DAY HELPING HIS OR HER PRESCHOOL CHILD LEARN; PARENTS WILL HAVE ACCESS TO THE TRAINING AND SUPPORT THEY NEED.

[The value of parents' contributions to their children's growth and development is recognized. One-on-one parent-child positive reading interactions are strongly encouraged.]

- CHILDREN WILL RECEIVE THE NUTRITION AND HEALTH CARE NEEDED TO ARRIVE AT SCHOOL WITH HEALTHY MINDS AND BODIES, AND THE NUMBER OF LOW BIRTH WEIGHT BABIES WILL BE SIGNIFICANTLY REDUCED THROUGH ENHANCED PRENATAL HEALTH SYSTEMS.

[Congress and the Bush Administration have increased maternal and child health coverage for all families with incomes below the federal poverty line.]



The PreSchool Years:

- Early intervention strategies should be developed and fully funded.
- All eligible children should have access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement.
- Our first priority must be to provide at least one year of preschool for *all* disadvantaged children.
- In addition, the American home must be a place of learning.

Parents should actively participate in their children's early learning, *"particularly by reading to them on a daily basis."*

Display T-3b: "The Preschool Years"

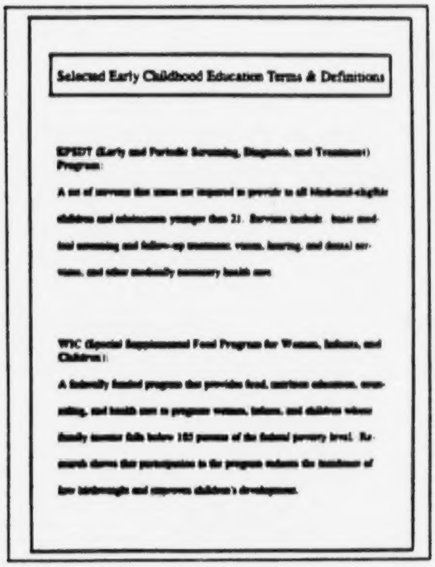
In the text accompanying the goals, further emphasis is given to:

- early intervention;
- all eligible children having access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement;
- placing priority on providing at least one year of preschool for *all* disadvantaged children; and
- parent involvement, particularly parents reading to children on a daily basis.

The Readiness Goal and accompanying text emphasize the importance of several factors:

-- prenatal care
-- child health and nutrition
-- quality day care
-- preschool for all disadvantaged children
-- parent involvement; parents reading to their children
-- developmentally appropriate early childhood curricula

Accomplishing everything set out in the National "Readiness" Goal is a tall order. The purpose of this workshop is to provide information and resources to assist in that endeavor. [See handout **H4-4**, "Excerpts from *The National Goals for Education,* for a one-page copy of the objectives and text accompanying the Readiness Goal.]



Selected Early Childhood Education Terms & Definitions

EPSDT (Early and Periodic Screening, Diagnosis, and Treatment) Program:

WIC (Special Supplemental Food Program for Women, Infants, and Children):

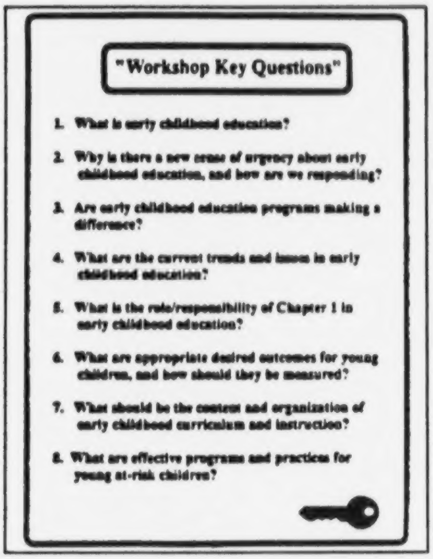
Definitions

Display T-4: "Selected Early Childhood Terms & Definitions"

At this point, review key special terms and definitions. [See handout **H4-5**, "Key Early Childhood Education Terms and Definitions," in Vol. I, Section 4.]

Overview of Workshop Content

The rest of the workshop is organized to answer the following series of key questions:



"Workshop Key Questions"

1. What is early childhood education?
2. Why is there a new sense of urgency about early childhood education, and how are we responding?
3. Are early childhood education programs making a difference?
4. What are the current trends and issues in early childhood education?
5. What is the role/responsibility of Chapter 1 in early childhood education?
6. What are appropriate desired outcomes for young children, and how should they be measured?
7. What should be the content and organization of early childhood curriculum and instruction?
8. What are effective programs and practices for young at-risk children?

Display T-5: "Workshop Key Questions"

1. What is early childhood education?

2. Why is there a new sense of urgency about early childhood education, and how are we responding?

3. Are early childhood education programs making a difference?

4. What are the current trends and issues in early childhood education?

5. What is the role/responsibility of Chapter 1 in early childhood education?

6. What are appropriate desired outcomes for young children, and how should they be measured?

7. What should be the content and organization of early childhood curriculum and instruction?

8. What are effective programs and practices for young at-risk children?

[You may choose to use some or all of these questions depending on your time and client needs. The Presenter's Guide covers each question to some degree.]

STARTER ACTIVITY

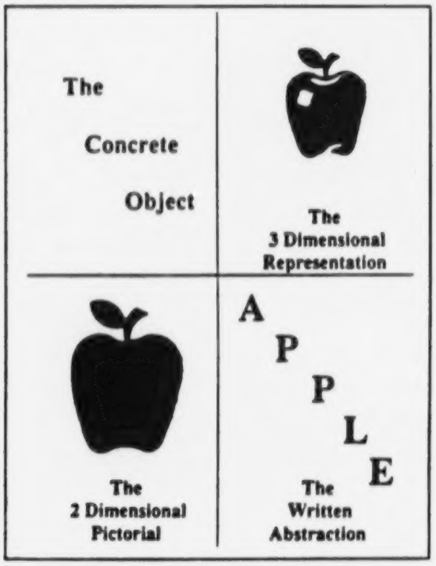
After setting your goals and covering appropriate background information, tell participants that you are going to continue the workshop with an activity that will demonstrate some of the key issues involved in curriculum and instruction in early childhood education. Use the activity described below, shorten it, or choose another. [Choose something that gives participants a chance for active involvement.]

* APPLE EXPLORATION ACTIVITY *

[See handout H4 -6, "Apple Exploration," in Vol. I, section 4. Read it beforehand, but do not hand it out to your audience until after the activity is completed.]

Participants may work in pairs, or in small groups on this exercise. Give each group an apple, ask them to learn as much as they can about the apple by examining it in any way they see fit. Have them record their findings on a blank sheet of paper. If you have several small groups, you might give them different kinds of apples, i.e., some red, green, or yellow; some sweet and some tart; some waxed and some with bruises or worms. Have them follow the steps described in the handout with the following items: (1) a 3-dimensional artistic replica, i.e. a paper mache, wooden, or plastic version of an apple (Christmas ornaments in the shape of an apple are good), (2) a lifelike drawing or picture of an apple, and (3) finally, the letters "a-p-p-l-e." Participant observations should be shared after each step. [This activity is described in detail in handout H4-6.]

Alternative options include using an object which is probably unfamiliar to the participants, i.e., an exotic fruit or vegetable or an antique tool. Another option would be to reverse the steps by starting at the most abstract level (the word) and ending with the most concrete (the object itself). [Additional ideas are included in the handout.]



Display T-6: Four Levels of "Apple" Abstraction

In debriefing, participants should be encouraged to compare their observations, noting differences and similarities. They should also note the decreasing amount of sensory information at each stage of the activity and the increasing ambiguity about what they meant by "apple." It should be noted that even at the same stage, individuals differ in what they "learned" about the item based on differences in the item (i.e., a Granny Smith vs. a Red Delicious) and/or differences in what they perceived. If an unknown object was used, have participants identify when they knew for sure what the object was (or what purpose the object had, if a tool was used) and how they felt at that point. Also find out if there were feelings of frustration prior to that discovery point.

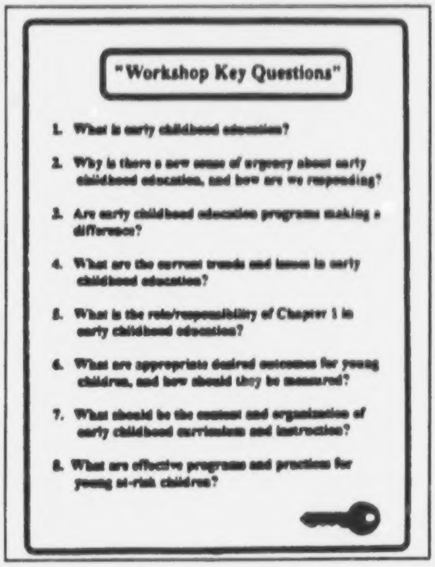
Apple Exploration Activity (Cont.)

Take the discussion one step further by asking participants the differences between learning about an object through direct experience versus working with representational abstractions. Discussion should include such factors as time, degree of control or predictability of learning outcomes, the number and range of possible learning outcomes, the role of the "teacher," how the group would have appeared to others, etc. Ask participants to keep these observations in mind as the workshop continues.

The apple exercise demonstrates one of the major characteristics of early childhood education which is the emphasis on **active, experience-based learning**. It also demonstrates many of the advantages and some of the "disadvantages" of that teaching approach. Throughout the workshop, this exercise may be referred to for illustration. [In the assessment section of this workshop, the behavior checklist (**H7-2**) may be used to analyze the specific learner outcomes for this starter activity. Using the checklist is a very convincing way to demonstrate that something that is not apparently "instruction" can be rich in skill use and development. It also gives you the opportunity to model the use of an "alternative" assessment procedure.]

THIS IS A GOOD PLACE TO TAKE A BREAK.

Re-display T-5: "Workshop Key Questions"



"Workshop Key Questions"

1. What is early childhood education?
2. Why is there a new sense of urgency about early childhood education, and how are we responding?
3. Are early childhood education programs making a difference?
4. What are the current trends and issues in early childhood education?
5. What is the role/responsibility of Chapter 1 in early childhood education?
6. What are appropriate desired outcomes for young children, and how should they be measured?
7. What should be the content and organization of early childhood curriculum and instruction?
8. What are effective programs and practices for young at-risk children?

SOME ANSWERS TO KEY QUESTIONS ABOUT EARLY CHILDHOOD EDUCATION

KEY QUESTION 1: What Is Early Childhood Education?

The Children

Which children are we talking about? There seems to be a general consensus that the upper age limit is around 8 years. The lower age boundary can vary; some early childhood education services begin with prenatal care while others start at birth, at age 1, or as late as age 3, 4, or 5. The National Association for the Education of Young Children (NAEYC) defines young children as those from birth to age 8. Schools typically describe young children using the term, "primary" grade children, meaning those from kindergarten or first through third grade.

What is Early Childhood Education? (Cont.)

From a Chapter 1 perspective, early childhood usually refers to programming for preschool, kindergarten, and first grades. However, even younger children are eligible for Chapter 1 services, for example:

1. Even Start Programs may serve children ages 1-7.
2. Handicapped infants and toddlers may receive Chapter 1 services.
3. Migratory children age 2 or younger may receive day care if it is necessary in order to provide services to their preschool and older siblings.

☞ [See Vol. III, Section 8, which contains excerpts related to young children from PL 100-297, *The Augustus F. Hawkins- Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988* (**H8-2a** through **2d**) and excerpts from the Chapter 1 (**H8-3, H8-4**) and migrant policy manuals (**H8-5**).]

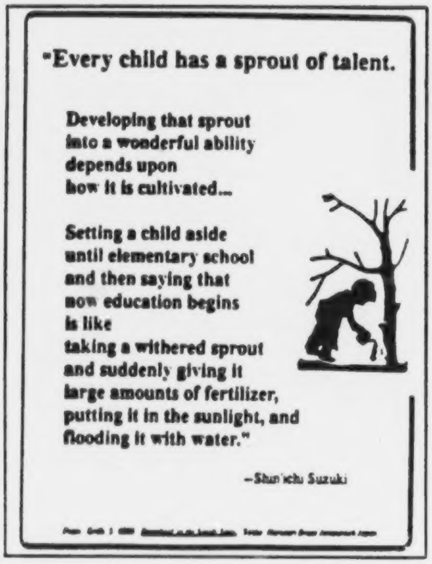
The Kind of Education

Early childhood education can come under a range of titles and in a wide variety of organizational patterns for young children: day care; preschool; pre-kindergarten; transition first grade; primary school; ungraded, non-graded, or multi-age classes; continuous progress primary or elementary school; etc. The programs can be publicly or privately funded, and they can be run in schools, corporations, churches, private homes, or other locations. They can be as comprehensive as a Head Start Program that offers health, nutrition, and counseling services, or they can be as focused as a purely academic preschool. They may be called a Montessori School, a Kiddie College, or numerous other names. Effective programs for disadvantaged children generally offer comprehensive services and directly involve family or other primary caregivers.

☞ [See handout **H8-1** (in Vol. III) for an overview of major federal programs for young children. See also handouts **H8-6** through **H8-12** (in Vol. III) for "Did You Know..." tip sheets about key programs, and handouts **H6-11a** through **11c** (in Vol. II) for sample program schedules.]

KEY QUESTION 2: Why Is There A New Sense of Urgency About Early Childhood Education, and How Are We Responding?

Display T-7: "Every child has a sprout of talent . . ."



"Every child has a sprout of talent.

Developing that sprout
into a wonderful ability
depends upon
how it is cultivated...

Setting a child aside
until elementary school
and then saying that
now education begins
is like
taking a withered sprout
and suddenly giving it
large amounts of fertilizer,
putting it in the sunlight, and
flooding it with water."

—Shin'ichi Suzuki

➡ [See handout (H4-7) quoting Shin'ichi Suzuki in Vol. I, Section 4.]

"Every child has a sprout of talent. Developing that sprout into a wonderful ability depends upon how it is cultivated....Setting a child aside until elementary school and then saying that now education begins is like taking a withered sprout and suddenly giving it large amounts of fertilizer, putting it in the sunlight, and flooding it with water."

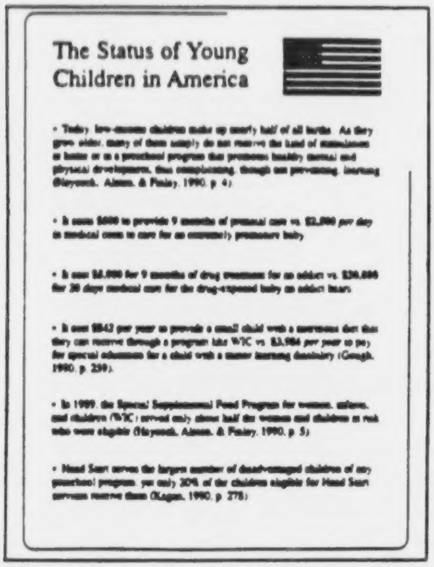
In other words, we cannot wait until formal school age to begin developing the talents of our future citizens. This is especially true for at-risk children. They need our time, attention, and nurturing to develop their talents in positive ways while they are still young.

Early childhood education is of special interest to educators because research has shown that it is much easier and more cost-effective to provide preventive and early intervention services to children while they are young, rather than wait until they are older. If you wait to intervene until children are older, you pay much more in not only economic, but also psychological and social terms to try to ameliorate more severe problems.

As some of the statistics included below illustrate, the old adage "a stitch in time saves nine" holds true in the area of early childhood education.

Early Childhood Statistics

Display T-8: "The Status of Young Children in America"



The Status of Young Children in America

➡ [See H4-8, "The Status of Young Children in America," in Vol. 1, Section 4.]

- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alston, & Finlay, 1990, p. 4).

BEST COPY AVAILABLE

- Today, more than 1 out of every 3 children in this country whose family is headed by a parent less than 30 years old are living in poverty. This represents a 50 percent increase over the past decade (Haycock, Alston, & Finlay, 1990, p. 4).

- Child poverty is not confined to inner cities. Less than 9% of American's poor live in the core inner cities, about 17% live in rural America, and about 28% live in suburban communities. The rest are scattered in small towns and cities across the country (Reed & Sautter, 1990, p. K4).

- One pregnant woman in four receives no prenatal care during the critical first trimester. Such mothers are 3-6 times more likely to give birth to a premature, low-birth-weight baby who will be at risk for developmental disability (Reed & Sautter, 1990, K7).

- 11% of children end up in special education classes because of cognitive and developmental problems, many of which could have been prevented by prenatal care (Reed & Sautter, 1990, K3).

- In the last 10 years, the number of children diagnosed as learning disabled has increased by 140% to about 1.9 million children (Reed & Sautter, 1990, K7).

- It costs $600 to provide 9 months of prenatal care vs. $2,500 *per day* in medical costs to care for an extremely premature baby. It cost $5,000 for 9 months of drug treatment for an addict vs. $30,000 for *20 days* medical care for the drug-exposed baby an addict bears. It costs $842 *per year* to provide a small child with a nutritious diet vs. $3,986 *per year* to pay for special education for a child with a minor learning disability (Gough, 1990, p. 259).

- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alston, & Finlay, 1990, p.5).

- At least 350,000 babies are born each year to mothers who use drugs. Cocaine cuts the flow of nutrients and oxygen to the fetus; that cause deformities and growth impairment and may contribute to major developmental difficulties. Drug exposed two-year-olds have trouble concentrating, interacting with groups and coping with structured environments (Kantrowitz, Wingert, De La Pena, Gordon, & Padgett, 1990, p. K3).

- Only 43% of existing preschool programs provide educational experiences (Haycock, Alston, & Finlay, 1990, p. 4).

- For every dollar spent on Head Start Programs, $4.75 is saved in later social costs (*All Things Considered*, National Public Radio Broadcast, February, 1990).

How Are We Responding to the Needs?

Given these statistics, there is growing concern about the current generation of young children at-risk in this country. There is not only fear that these children may not achieve up to their full potential, but also fear that they may not even achieve basic levels of functional competency, without decisive early intervention.

Current demographic and social issues, such as those just listed, are getting attention at several levels. In addition to the agenda for education found in the National Education Goals, states and businesses are also actively initiating new efforts in the area of early childhood education.

State Initiatives

In addition to a national goal addressing early childhood education, the states also are giving increasing attention to the need for better standards, programming, accreditation, and certification guidelines in this area. For example, the 1990 Kentucky Education Reform Act (KERA) requires that all Kentucky schools implement an ungraded primary program for their first-through-third grade children in 1992-1993. In addition, KERA requires half-day preschools for at-risk four-year-olds and preschool for all handicapped children; both are to be in effect by September 1991.

Several states, including Minnesota, Missouri, Arkansas, Rhode Island, Vermont, Illinois, Oregon, and Washington, now have state-funded parent education programs.

Even Start

In fiscal year 1992 if appropriations exceed fifty million dollars, Even Start will become a state administered program. Funds will be distributed to states on a formula basis.
☞ [See **H8-7**, Even Start "Did You Know..." tip sheet, in Vol. III, Section 8.]

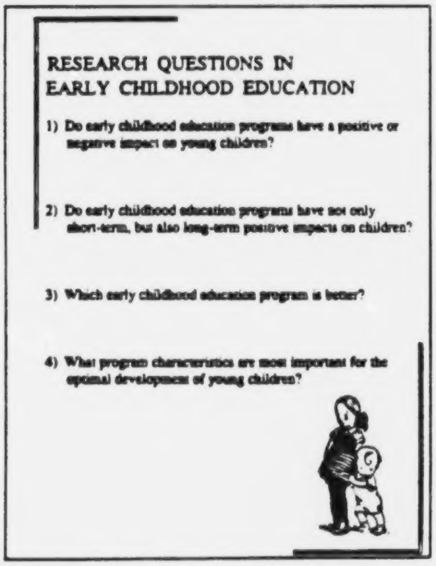
Even Start is a program serving both disadvantaged children ages 1-7 and their parents who are in need of Adult Basic Education services. Even Start programs provide individualized assistance to meet the adult's learning needs, the child's learning needs, and also provide information and instruction to parents on how to most effectively interact with their children.

Business Initiatives

The business community has also sponsored a significant number of programs and initiatives in the area of early childhood education. Early in the decade, support was most often in the form of providing day care facilities, liberalizing maternity leave rules, and adding time-sharing options and flex-time to employment schedules to accommodate working parents.

At the end of the decade, the business community has become more involved in educational policy issues and direct support to schools. Several businesses have been very supportive in providing equipment to schools (e.g., free computers given in exchange for grocery store receipts) and in forming business-educational joint partnerships to improve the quality of local schools (e.g., "Adopt-A-School" projects).

In 1990 a group of business CEO's in Indiana met with state education officials and Lamar Alexander, who was then the nominee for U.S. Secretary of Education. The businessmen expressed their concern about the education crisis and committed their efforts to help improve education via formation of an organization they called COMMIT. Their first goal was to advocate business support for **preschool education** to help students attain the first National Education Goal of starting school ready to learn.



RESEARCH QUESTIONS IN EARLY CHILDHOOD EDUCATION

1) Do early childhood education programs have a positive or negative impact on young children?

2) Do early childhood education programs have not only short-term, but also long-term positive impacts on children?

3) Which early childhood education program is better?

4) What program characteristics are most important for the optimal development of young children?

KEY QUESTION 3: Are Early Childhood Education Programs Making a Difference? What Does the Research Say?

Display T-9: "Research Questions in Early Childhood Education"

There has been a great deal of research data collected about early childhood education. Several major studies have been done studying the effects of particular early childhood education programs and their effects on children, especially their effects on disadvantaged children. These have included longitudinal studies of the Head Start program, which began back in the 1960's; studies of the Perry Preschool Project in Ypsilanti, MI, which began in 1962; and various other individual program studies as well as meta-analyses of the research literature on other early childhood programs.

☞ [See handout **H4-9**, "Success of Early Interventions with Preschool Children," in Vol. I, Section 4.]

Research Question 1

The focus of early research was on the question:

"Do early childhood education programs have a positive or negative impact on young children?"

Initially, researchers were worried about the possible negative effects of removing young children from their homes and placing them in daycare and preschool programs. However, as more children were placed in early childhood education programs, and as research began showing the initial positive gains that could be made both socially and cognitively by children in early childhood settings, the focus shifted from asking, **"Is there a positive or negative impact resulting from such placement?"** to

Research Question 2

"Do early childhood education programs have not only short-term, but also long-term positive impacts on children?"

☞ [See handout **H4-10**, "Overview of Major Studies of Early Childhood Programs, in Vol. I, Section 4.]

This led to a call for more **longitudinal** research to study the effectiveness of early intervention upon children's later progress and success, especially for disadvantaged children. Many early studies showed short-term cognitive effects as a result of preschool program attendance that tended to fade over time. For example, children in many different early childhood programs tended to show higher IQ scores and achievement scores in reading and math than those children not in preschool (Karnes, Schwedel, and Williams, 1983, McKey et al., 1985). However, differences in IQ tended to fade out over the next 2 to 4 years, while reading and math differentials tended to fade out over the next 5 to 10 years.

According to Balasubramaniam and Turnbull (1988), reasons for this fade out include:

- The Short Duration of the Preschool Intervention Effort

  That a few hours spent in preschool could ameliorate the results of a whole life spent in a disadvantaged environment seems "miraculous" (Balasubramaniam and Turnbull, 1988).

- Low Teacher Expectations for At-Risk Children

  A decade ago, researchers found that at times teachers relegated nearly all at-risk children to the lowest academic group, despite high scores by some of the children on achievement tests (Ramey and Haskins, 1981).

Reasons for fade out (Cont.)

- Inappropriate Social Behaviors of At -Risk Children Can Result in Alienation

  More aggressive behaviors shown by some minority children can alienate teachers and classmates (Beller, 1983).

- Different Educational Environment

  Elementary school programs may fail to build on the talents the children bring to school. At-risk children may move from preschools with strong personal support, individualized, stimulating instruction, and very high teacher-child ratios to large, less personalized schools that don't build on what the children have already learned (McKey, et al., 1985).

- Weak Methodology

  The declines in cognitive gains may be due to methodological problems such as non-random assignments to experimental and control groups, inadequate assessment instruments, and unreliable measures (Caldwell, 1987).

Long-Term Positive Impacts

Despite the fade-out of some initial cognitive gains, longitudinal studies of a wide variety of "good" early childhood programs have shown many positive effects in such areas as social-emotional development and classroom learning behaviors, such as greater motivation, task persistence, attentiveness in class, ability to work independently and follow directions, more resistance to distraction, more cooperation with peers, greater success in completing assignments, and better use of free time (Berrueta-Clement, Schweinhart, Barnett, Epstein, Weikart, 1984; Collins & Kinney, 1989; Miller & Bizzell, 1984; Schweinhart, Weikart, & Larner, 1985; Strother, 1987).

Regarding research question #2, **longitudinal studies conducted over the past twenty years have indicated that "high quality early childhood programs have a positive effect on children." This is particularly true for low-income children, especially in the areas of social-emotional development and classroom learning behaviors** (Strother, 1987).

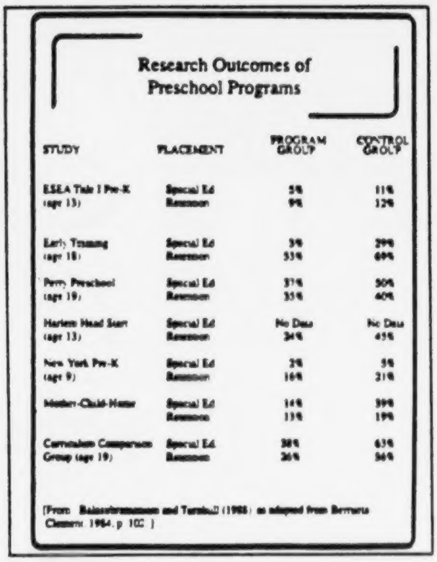
Research Question 3

Once there was a consensus among researchers that the initial questions concerning long-term positive impacts on children could be answered "yes," the next research question became:

"Which program is best ?"

Display T-10a: "Research Outcomes of Early Childhood Education"

[See handout H4-10, "Overview of Major Studies of Early Childhood Programs," and H4-9, "Success of Early Interventions . . .," in Vol. I, Section 4.]



Research Outcomes of Preschool Programs

STUDY	PLACEMENT	PROGRAM GROUP	CONTROL GROUP
ESEA Title I Pre-K (age 13)	Special Ed Retention	5% 9%	11% 12%
Early Training (age 18)	Special Ed Retention	3% 53%	29% 69%
Perry Preschool (age 19)	Special Ed Retention	37% 35%	50% 40%
Harlem Head Start (age 13)	Special Ed Retention	No Data 24%	No Data 45%
New York Pre-K (age 9)	Special Ed Retention	2% 16%	5% 21%
Mother-Child-Home	Special Ed Retention	14% 13%	39% 19%
Curriculum Comparison Group (age 19)	Special Ed Retention	38% 26%	63% 56%

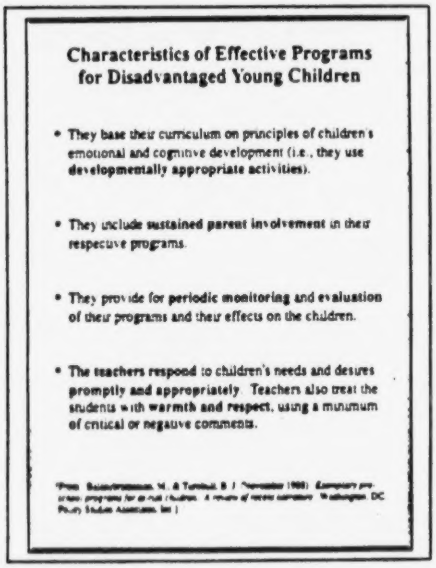
[From: Balasubramaniam and Turnbull (1988), as adapted from Berrueta-Clement 1984, p. 100.]

☞ Many comparative studies have been done to see if some programs are better than others at producing positive results in children. Reviews of the research literature have indicated that the overall answer to "Which program is best?" is that **a variety of different early childhood programs can produce good results, if they are of "high quality"** (Collins & Kinney, 1989; Strother, 1987).

Longitudinal evaluations of the effects of enrollment in "high quality" early childhood programs have shown the following benefits:

-- fewer failing grades,
-- fewer absences,
-- fewer retentions in grade,
-- greater self-confidence and self-esteem,
-- greater curiosity,
-- better developed literacy skills,
-- better grades, and
-- less need for special education or special services.

Children in such programs are **half** as likely to be assigned to special education classes and are less likely to be retained in grade. In addition, as the children in the studies have grown up, they have been found to be more employable; more likely to graduate from high school; less dependent on public assistance; and less likely to engage in criminal acts (Collins and Kinney, 1989; Weikart, 1988).



Characteristics of Effective Programs for Disadvantaged Young Children

- They base their curriculum on principles of children's emotional and cognitive development (i.e., they use **developmentally appropriate activities**).
- They include **sustained parent involvement** in their respective programs.
- They provide for **periodic monitoring** and **evaluation** of their programs and their effects on the children.
- The **teachers respond** to children's needs and desires **promptly and appropriately**. Teachers also treat the students with **warmth and respect**, using a minimum of critical or negative comments.

[From: Balasubramaniam, M., & Turnbull, B. J. (November 1988). *Exemplary preschool programs for at-risk children: A review of recent literature.* Washington, DC: Policy Studies Associates, Inc.]

Research Question 4

The research focus has now shifted to the inter-relationships between program characteristics and the children's needs. Which program factors have the most crucial impact on which children? We are asking:

"What specific program characteristics are most important for the optimal development of young children?"

Display T-24: "Characteristics of Effective Programs for Disadvantaged Young Children"

At this point in time, research on early childhood programs "cannot distinguish which specific characteristics, if any, are indispensable to program success" (Balasubramaniam and Turnbull, 1988, p. 3). It seems that the specific content of the curriculum and even the frequency and intensity of various treatments are not as important to a program's effectiveness as the quality of its implementation (*Take a giant step: An equal start in education for all New York City four-year-olds*, 1986; Berrueta-Clement, et al., 1984).

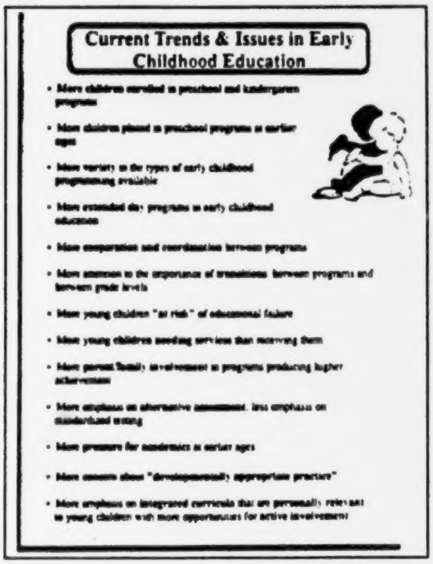
However, various studies have found that exemplary preschool programs for at-risk children do share some similar characteristics. For example:

- They base their curriculum on principles of children's emotionl and cognitive development (i.e., they use **developmentally appropriate activities**).
- They include **sustained parent involvement** in their respective programs.
- They provide for **periodic monitoring and evaluation** of their programs and their effects on the children.
- The teachers **respond to children's needs** and desires promptly and appropriately. Teachers also treat the students, with **warmth and respect**, using a minimum of critical or negative comments.

THIS IS A GOOD PLACE TO TAKE A BREAK.

KEY QUESTION 4: What Are the Current Trends & Issues in Early Childhood Education?

Currently, we are seeing many more children than ever before in preschool and kindergarten programs. Participation in preschool education programs, especially at younger ages, has increased dramatically since the 1970s as more mothers have entered the labor force. In 1987, nearly 60 percent of mothers with children younger than six years old worked outside the home, compared to only 18 percent in 1960 (U.S. Department of Commerce, 1988, Table 624).



Current Trends & Issues in Early Childhood Education

Display T-10b: "Current Trends & Issues in Early Childhood Education"

The following list contains major trends and issues in early childhood education:

- **More children enrolled** in preschool and kindergarten programs
- More children placed in preschool programs at **earlier ages**
- More **variety** in the types of early childhood programming available
- More **extended day** programs in early childhood education
- More **cooperation and coordination** between programs
- More attention to the importance of **transitions** between programs and between grade levels
- More young children **"at risk"** of educational failure
- More young **children needing services** than receiving them
- More **parent/family involvement** in programs producing higher achievement
- More emphasis on **alternative assessment**; less emphasis on standardized testing
- More **pressure for academics** at earlier ages
- More concern about **"developmentally appropriate practice"**
- More emphasis on **integrated curricula** that are **personally relevant** to young children with more opportunities for **active involvement**

Kindergarten Demographics

Kindergarten enrollment has become mandatory in many states. However, even where it is not mandatory, 95 percent of all 5-year-olds are enrolled in kindergarten programs (Sava, 1987). Major trends include the push to extend the normal 2-to-3 hour half-day kindergarten program to a full-day program and to require teacher certification for kindergarten teachers (Balasubramaniam & Turnbull, 1988).

Preschool Enrollment Demographics

Preschool enrollment rates for 3 and 4-year-old children are not significantly different for blacks and whites (43 percent vs. 39 percent), but blacks are about twice as likely as whites to enroll in public programs (64 percent vs. 30 percent) (Bruno, 1988, Pendleton, 1986).

Hispanic children are less likely to be enrolled in preschools than either blacks or whites (17 percent hispanic vs. 26 percent blacks vs. 30 percent whites, at 3 years of age) (Pendleton, 1986).

Although the number of at-risk children is growing, the enrollment of children with low socioeconomic status (SES) into preschool programs is not increasing as rapidly as the number with high SES (Pendleton, 1986). Of the number of children eligible (due to family poverty) for services from Head Start programs, only 20 percent receive them (Kagan, 1990).

☞ [See handout **H8-12**, "Did You Know . . ." tip sheet on Head Start in Vol. III, Section 8.]

Coordination Among Programs

As the number of programs serving young children has increased in both the public and private sectors, there has been growing recognition of the need for better cooperation between programs and greater coordination ☞ of services. [See handout **H8-1**, "Overview of Federal Programs Serving Young Children," in Vol. III, Section 8.] In 1990, the U.S. Departments of Education and Health and Human Services established a joint task force to work toward better integration and coordination of their programming for young children (*Developing an Action Plan For Partnerships Between Head Start and Public Schools*, December 3, 1990). Note the state and business initiatives cited earlier in the workshop and the growing awareness of the need for better coordination at those levels, too.

KEY QUESTION 5: What Is the Role/Responsibility of Chapter 1 in Early Childhood Education?

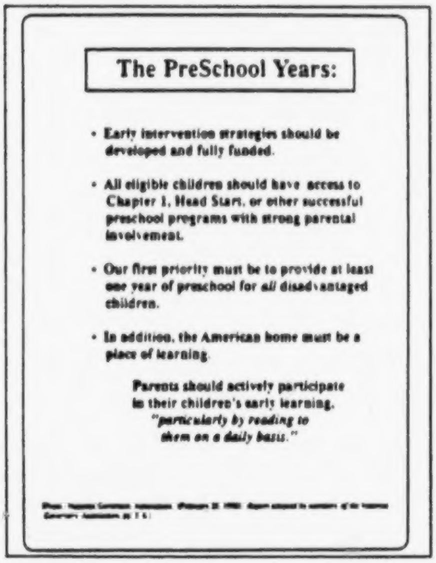
Chapter 1 law defines as eligible for basic services young children "...who are not yet at a grade level where the local educational agency provides a free public education, yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting."

☞ [See p. 153, Section 1014(a) of handout **H8-2a**, "Basic Programs Authorization," in Vol. III, Section 8. See also handouts **H8-2b**, "Chapter 1 Even Start Authorization," **H8-2c**, "Chapter 1 Migrant Program Authorization, and **H8-2d**, "Chapter 1 Handicapped Programs Authorization," in Vol. III, Section 8.]

In the area of early childhood education, the role of Chapter 1 has been two-fold:

1) To coordinate with existing preschool and early childhood programs, and

2) In the of absence of available preschool programming, to provide such services for Chapter 1 eligible children.



The PreSchool Years:

- Early intervention strategies should be developed and fully funded.
- All eligible children should have access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement.
- Our first priority must be to provide at least one year of preschool for *all* disadvantaged children.
- In addition, the American home must be a place of learning.

Parents should actively participate in their children's early learning. *"particularly by reading to them on a daily basis."*

Re-display T-3b: "The Preschool Years"

In the "The Preschool Years" section of the National Goals (*National Goals for Education*, 1990, p. 10), it says "All eligible children should have access to **Head Start, Chapter 1, or some other successful preschool program with strong parental involvement.** Our first priority must be to provide at least one year of preschool for all disadvantaged children [emphasis added]." At present, approximately 1 percent of the Chapter 1 population served are at the preschool level. The number increases to about 9 percent at the first grade level. Head Start is serving approximately 20% of the students eligible for that program (Kagan, 1990). If the National Goal is to be met, it appears that more young children will need to be served by one or both programs.

☞ [See handout **H4-4**, "Excerpts from *The National Goals of Education*," in Vol. I, Section 4, and handout **H9-2**, *"National Goals for Education "* (booklet), in Vol. III, Section 9.]

The Preschool Years (Cont.)

Department of Education officials have stated that Chapter 1 has responsibility for taking steps toward meeting the *National Goals for Education* by striving for improved and sustained performance by program participants and by better coordination not only between Chapter 1 and the regular classroom, but also between Chapter 1 and other programs and activities such as Head Start, Even Start, Follow Through, and early childhood/school transition programs "...which play a significant role in [Chapter 1] project effectiveness." (H. C. Essl, Federal Coordinator of Chapter 1 Technical Assistance, Memorandum to TACs & R-TACs, May 7, 1990).

As noted earlier, the Departments of Education and Health and Human Services have established a joint task force to work toward further integration and coordination between them on issues related to the education of young children.

The task force objectives are to:

1) Strengthen transition from Head Start to School;

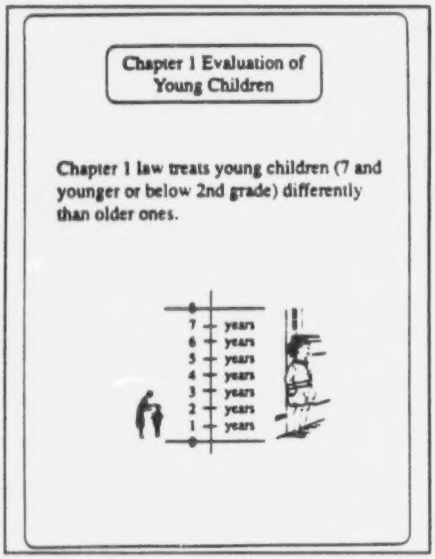
2) Sustain gains made by children in Head Start and other preschool programs during the early school years; and

3) Foster coordination of Head Start with compensatory education programs, especially Chapter 1 Basic Grants and Even Start.

Compensatory Education Program officials have encouraged educators to work closely with all relevant programs. For example, where appropriate, personnel from other programs such as Head Start, Even Start, etc., should be involved in staff development, including TAC/R-TAC workshops and other meetings (*Developing an Action Plan For Partnerships Between Head Start and Public Schools, December 3, 1990*).

KEY QUESTION 6: What Are Appropriate Desired Outcomes for Young Children, and How Should They Be Measured?

☞ [See handout **H8-3**, "Preschool, Kindergarten, & First Grade References in the Chapter 1 Policy Manual--Basic Programs, in Vol. III, Section 8. See also handouts **H8-4**, "Chapter 1 Services to Handicapped Children Provided Under Basic Programs--Excerpts from the Chapter 1 Policy Manual," and **H8-5**, "Early Childhood Education Services to Migratory Children ... Excerpts from the Migrant Education Policy Manual (May 1990 Draft).]



Chapter 1 Evaluation of Young Children

Chapter 1 law treats young children (7 and younger or below 2nd grade) differently than older ones.

7 years
6 years
5 years
4 years
3 years
2 years
1 years

Display T-11: "Chapter 1 Evaluation of Young Children"

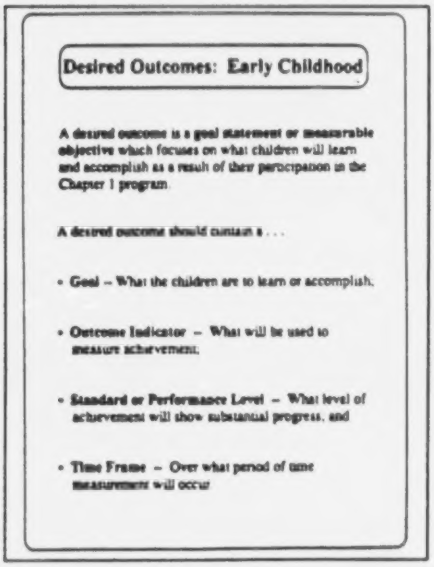
➡ The Chapter 1 policy manual includes the following special conditions regarding the assessment and evaluation of preschool, kindergarten, and first grade Chapter 1 participants (p. 9 in H8-3 in Vol. III, Section 8):

1) Need does not have to be determined with standardized tests, and

2) You do not have to gather aggregatable achievement results using national standards to assess performance of children less than 8 years old or below second grade.

In fact, projects are cautioned not to use nationally normed achievement test results which may not be valid or reliable for students at these levels. Instead, performance assessments, parent interviews, checklists, teacher observations, or other means of measuring **desired outcomes** can be used to assess children's educational progress.

☞ [See "Student Assessment and Evaluation" starting on page 38 of the bibliography for references describing issues, trends, and specific methods of assessment. See also handout **H7-10** in Vol. II, Section 7 for a sample portfolio assessment used with young children.]



Desired Outcomes: Early Childhood

A desired outcome is a goal statement or measurable objective which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program.

A desired outcome should contain a . . .

- **Goal** – What the children are to learn or accomplish,
- **Outcome Indicator** – What will be used to measure achievement,
- **Standard or Performance Level** – What level of achievement will show substantial progress, and
- **Time Frame** – Over what period of time measurement will occur

Chapter 1 Desired Outcomes

What are appropriate desired outcomes for preschool /early childhood programs?

➡ [See handout **H7-1**, "Desired Outcomes: Early Childhood Education," in Vol. II, Section 7.]

Display T-12: "Desired Outcomes: Early Childhood"

* DESIRED OUTCOMES ACTIVITY *

Review the basic definition and parameters of a desired outcome using **T-12** and pages one through three in handout **H7-1** in Vol. II, Section 7. Examine the sample desired outcomes listed on pages four and five of the handout. The samples are not intended as models, but were included to show a range of desired outcomes for young children that have been used in various Chapter 1 projects.

Alternative Options. You may prefer to present additional examples of desired outcomes from your own region and experience, or you may ask the group to contribute examples of desired outcomes they are currently using or have used in the past. Desired outcomes that have been adapted or improved as a result of experience work best. Be considerate of people's egos if examples volunteered by the group are critiqued.

Have the group discuss which desired outcomes they would expect to work well and why, and note the ones that might be expected to run into trouble and why. Particularly note ones that might cause projects to be triggered for program improvement (i.e., ones that may be too dependent upon parent actions outside of school or other parameters over which the staff may not have direct control). Note the academic/developmental mix or lack thereof in the sample desired outcomes (refer back to this in the curriculum and instruction section of the workshop).

Demonstrate ways to revise sample desired outcomes to improve them. Another option is to go on to the activity on page six of **H7-1** and have individuals or small groups develop one appropriate desired outcome and then share and compare their results.

When analyzing desired outcomes, keep in mind that they should reflect the basic goals of the Chapter 1 program-- to improve the educational opportunities of educationally deprived children to:

- succeed in the regular program;
- attain grade/age-level proficiency; and
- improve achievement in basic and more advanced skills.

Desired Outcomes Activity (Cont.)

When developing desired outcomes for young children, project staff should refer to the National Goals for Education **(H4-4 or H9-2)** and to early childhood guidelines, standards, and position statements issued by associations such as:

- the National Association for the Education of Young Children (NAEYC),
- the National Association of Elementary School Principals (NAESP),
- the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE),
- the National Council of Teachers of Mathematics (NCTM),
- the International Reading Association (IRA), etc.

☞ Guidelines from the major national associations are included in Vol. III, Section 9, of this *Workshop Leader's Guide* (see handouts **H9-3** through **H9-6**).

Project staff should also apply the findings of the effective schools research (see handout **H9-1**, "Ten Attributes of Effective Schools for Disadvantaged Children"), reports from the Office of Educational Research and Improvement (OERI), national assessments of Chapter 1, etc. (Birman, Orland, Jung, Anson, Garcia, Moore, Funkhouser, Morrison, Turnbull, & Reisner, 1987; Knapp & Shields, 1990; Knapp & Turnbull, 1990; Moore & Funkhouser, 1990; Rowan & Guthrie, 1988).

Measurement of Desired Outcomes

☞ Guidelines for assessing and evaluating young children are included in Vol. II, Section 7. Handout **H7-4**, "Child Development," includes an overview of growth patterns in young children, guidelines for developmentally appropriate practices for young children from NAEYC, principles regarding kindergarten developmental screening and readiness tests from NAECS/SDE, and a bibliography. Section 7 includes position statements from NAEYC on school readiness **(H7-3)** and standardized testing **(H7-6)**. It also includes evaluation standards from NAESP **(H7-5)** and NCTM **(H7-8)** and a summary of all the principles for kindergarten entry and placement from NAECS/SDE **(H7-7)**.

New Directions in Measurement

The area of assessment and evaluation of young children is undergoing rapid change. Several organizations are in the process of disseminating new guidelines and policy statements in this area. For example, the new position statement from NAEYC and NAECS/SDE, "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8," is in the March, 1991, issue of *Young Children* (Guidelines . . ., March 1991). ☞ [See **H9-4b** in Vol. III, Section 9, for a copy of the statement.]

Several experts in the field have developed new early childhood checklists or evaluation instruments that are in press, or that are currently undergoing field-tests (Meisels & Steele, in press). Several groups are also developing various kinds of portfolio assessment and performance assessment measures using a variety of techniques, such as videotapes, to assess young children's performance in relevant areas. ☞ [See handout **H7-10**, "Portfolio Assessment: A Sample," in Vol. II, Section 7, for an example of one elementary school's portfolio assessment components.]

A sample of general principles for assessing and evaluating young children are listed below (*Early Childhood Education and the Elementary School Principal*, 1990; Bredekamp, 1988):

- Assessment is used as an integral part of teaching
- All tests used are valid and reliable for the age group
- Advanced as well as basic skills are measured
- Multiple assessment techniques are used
- Decisions having major impact on children such as enrollment, retention, assignment to special classes, etc. are based on multiple sources/scores
- Testing is conducted by individuals knowledgeable about and sensitive to the developmental needs of young children
- Testing is sensitive to individual diversity
- Student progess is defined in terms of individual growth rather than by comparisons with other children or against an arbitrary set of criteria
- Letter grades are not used to report student progress; recorded observations, interviews, samples of student work, etc. are used instead

🚦 THIS IS A GOOD PLACE TO TAKE A BREAK.

Assessment Activity:

In order to give participants some experience with an assessment method and reintroduce the topic of curricular content, try the following activity:

✻ TRASH-TO-TREASURE TOY COMPANY ACTIVITY ✻

☞ [For instructions, see handout **H4-11** in Vol. I, Section 4.]

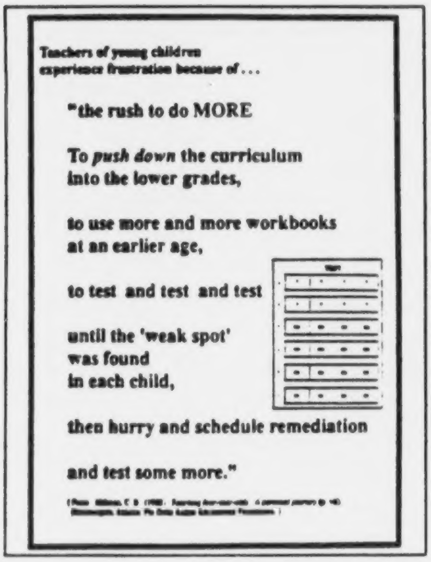
Although this activity was written for workshop use with adults, it includes many of the elements of early childhood instruction. In debriefing, analyze what was learned, practiced, etc. in the activity by using **H7-2**, "Early Childhood Key Experiences Checklist," from Vol. II, Section 7.

Alternative Options. If you do not have time for participants to do the "Trash-to-Treasure Activity," have them analyze the "Apple Exploration Activity" from the start of the workshop. There is another sample checklist (**H7-9**), "Learning Environment Checklist for Early Childhood Programs," which can be used as an additional resource. It is in Vol. II, Section 7.

KEY QUESTION 7: What Should Be the Content and Organization of Early Childhood Curriculum and Instruction?

Academic vs. Developmental Focus

There is continuing debate in the field of early childhood education over the degree of focus on "academic" versus "developmental" content in the early childhood curriculum. In the past, the focus of most early childhood programs was on the child's social-emotional development rather than cognitive development. But, the pressure to have children "succeed" at academic tasks at earlier and earlier ages has led to, in some cases, a heavy emphasis on academic skills. Some educators claim that the kindergarten of today is more like first grade used to be a few years ago. This tendency to put more advanced academic content into the lower grades is often referred to as "hot-housing" and the "push-down" curriculum.



Teachers of young children
experience frustration because of . . .

"the rush to do MORE

To *push down* the curriculum
into the lower grades,

to use more and more workbooks
at an earlier age,

to test and test and test

until the 'weak spot'
was found
in each child,

then hurry and schedule remediation

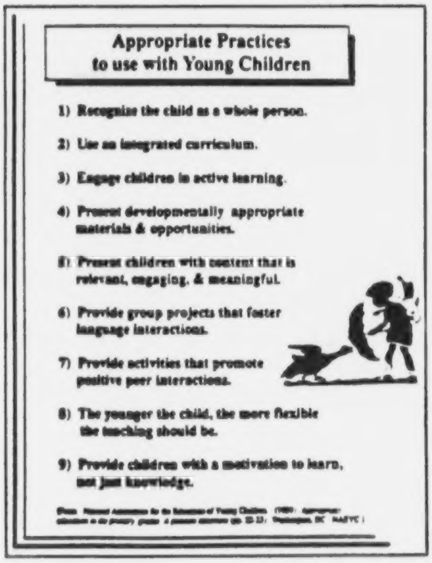
and test some more."

Display T-13: "Rush to Do More . . ." --Carol Hillman Quote

The pressure to put more academics in early childhood programs has resulted in growing frustration by many teachers and administrators as reflected in this quote:

"...the rush to do more, to push down the curriculum into the lower grades, to use more and more workbooks at an earlier age, to test and test and test until the 'weak spot' was found in each child, then to hurry and schedule remediation and test some more" (Hillman, 1988, p. vii).

In his books, *The Hurried Child: Growing Up Too Fast Too Soon* (1981) and *Miseducation: Preschoolers At Risk* (1987), David Elkind describes many of the factors that have led parents and schools to put too much pressure on young children too soon.



Appropriate Practices
to use with Young Children

1) Recognize the child as a whole person.
2) Use an integrated curriculum.
3) Engage children in active learning.
4) Present developmentally appropriate materials & opportunities.
5) Present children with content that is relevant, engaging, & meaningful.
6) Provide group projects that foster language interactions.
7) Provide activities that promote positive peer interactions.
8) The younger the child, the more flexible the teaching should be.
9) Provide children with a motivation to learn, not just knowledge.

Display T-14: "Appropriate Practices to Use with Young Children"

➡ **Developmentally Appropriate Practice [See H4-13.]**

In 1987, the National Association for the Education of Young Children (NAEYC) adopted a position statement on developmentally appropriate practice for early childhood programs (Bredekamp, 1987). Recommendations based on that position statement are listed below:

1) Teach the whole child:

School, whether preschool, kindergarten, or higher grades, should help children develop not only their cognitive abilities, but also their social, emotional, and physical talents.

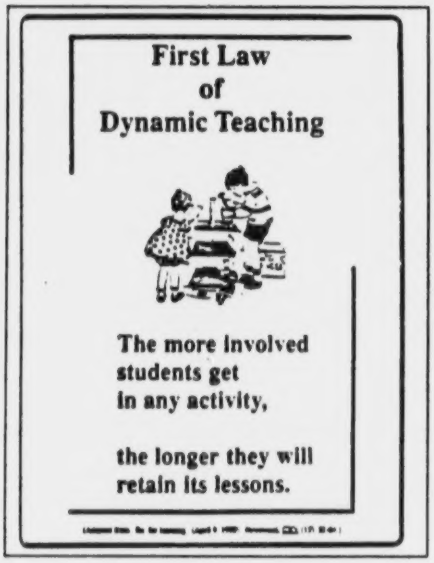
☞ [For examples, see **H6-6**, "Music, Art, and Movement for Young Children," and **H6-2**, "The Who, What, When ... of Cooperative Learning," in Vol. II, Section 6. In the Bibliography, see Section 7.4, "Cooperative Learning in Early Childhood," Section 7.5, "Art and Music in Early Childhood," and Section 7.9, "Social Studies in Early Childhood," for additional sources.]

2) Use an integrated curriculum:

Young children should not have their curriculum divided up into discrete subjects. They can learn cognitive skills and social skills through problem-solving tasks and play activities.

➡ [For examples, see handouts **H6-5**, "A Listening Activity for Young Children," **H6-7**, "Teaching Math Through Literature," **H6-10a**, "Science Instruction for Young Children," and **H6-1**, "Learning Through Child's Play," in Vol. II, Section 6. In the Bibliography, see Section 7.2, "Integrated Curriculum for Early Childhood," Section 7.3, "Role of Play in Early Childhood," and Section 7.8, "Reading and Writing in Early Childhood," for additional sources.]

Display T-15 : "First Law of Dynamic Teaching"



First Law
of
Dynamic Teaching

The more involved
students get
in any activity,

the longer they will
retain its lessons.

3) Involve young children in active rather than passive activities:

Young children need to have hands-on experiences.

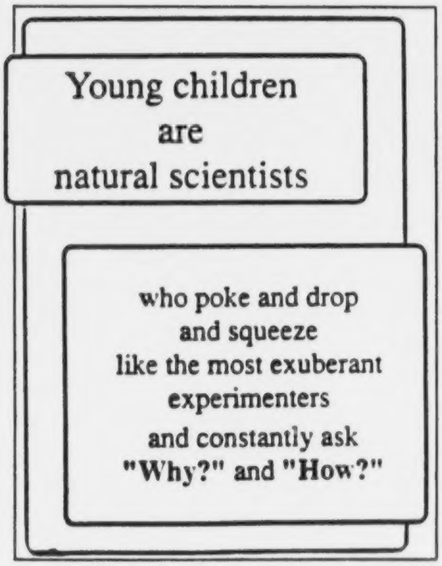
☞ [For examples, see handout **H6-3**, "Story-Mime Time," **H6-8**, "Concrete Math," and **H6-1**, "Learning Through Play," in Vol. II, Section 6.]

4) Use developmentally appropriate materials:

Provide children with manipulative objects.

➡ [See handout H **7-4**, "Child Development," in Vol. II, Section 7. The handout contains information about developmental rates, stages, and styles as well as a "Quick Reference Guide to Child Development" (containing sample activities for children ages 1 to 8 years), and a bibliography.]

Display T-16: "Children Are Natural Scientists"



Young children
are
natural scientists

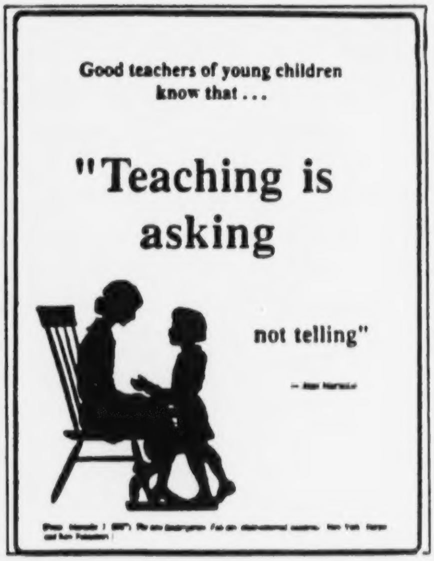
who poke and drop
and squeeze
like the most exuberant
experimenters
and constantly ask
"Why?" and "How?"

5) Provide instruction in a meaningful context:

Children understand better when new concepts and information are related to their own personal experiences.

☞ [For examples, see handouts **H6-8**, "Concrete Math," and **H6-10a** through **H6-10e**, "Science Activities for Young Children," in Vol. II, Section 6.]

Display T-17: "Teaching Is Asking"



Good teachers of young children know that . . .

"Teaching is asking

not telling"

6) Provide children with opportunities for group projects that foster language interactions:

Research has indicted that engaging children in conversations and even in fantasy-play strengthens their ability to communicate and reason.

➡ [For examples, see handouts **H6-4**, "Ten Reasons to Read Aloud to Young Children," **H6-9**, "Emergent Literacy," **H6-3**, "It's Story-Mime Time," **H6-1**,"Learning Through Child's Play," and **H6-2**, "The Who, What, When of Cooperative Learning," in Vol. II, Section 6.]

7) Use cooperative group projects to foster positive peer interactions:

Place the emphasis on cooperative learning rather than on competition and comparisons in order to facilitate positive peer realtionships.

☞ [For examples, see handout **H6-2**, "The Who, What, When of Cooperative Learning," in Vol. II, Section 6. In the Bibliography, see also Section 7.4, "Cooperative Learning in Early Childhood."]

8) Be flexible: adapt to the child:

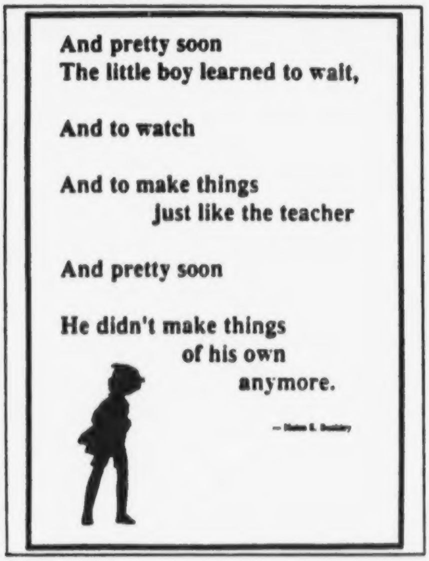
No one teaching strategy works for all children. The appropriate curriculum is designed around the needs of the child. The younger the child, the more important it is to be flexible.

☞ [For examples, see handouts **H6-4**, "Ten Reasons to Read Aloud to Young Children," and **H6-1**,"Learning Through Child's Play," in Vol. II, Section 6. See also handout **H7-7**, "Summary of Principles for Kindergarten Entry and Placement," in Vol. II, Section 7.]

9) Provide children with the motivation to learn:

Children should be taught in a manner that fosters a love of learning and a desire to learn more.

☞ [For examples, see handout **H6-10**, "Science Instruction for Young Children," in Vol. II, Section 6.]



And pretty soon
The little boy learned to wait,

And to watch

And to make things
just like the teacher

And pretty soon

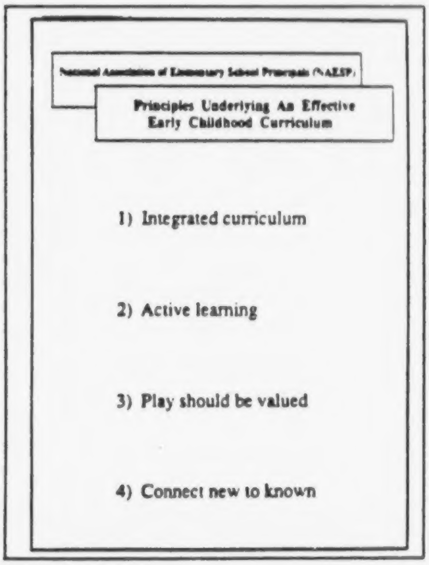
He didn't make things
of his own
anymore.

* "THE LITTLE BOY" POEM *

(Optional Activity)

Display T-18: "The Little Boy"

If there is time, use handout **H4-12** "The Little Boy" poem by Helen E. Buckley to dramatize how the joy of learning can be crushed in a child.



National Association of Elementary School Principals (NAESP)

Principles Underlying An Effective Early Childhood Curriculum

1) Integrated curriculum

2) Active learning

3) Play should be valued

4) Connect new to known

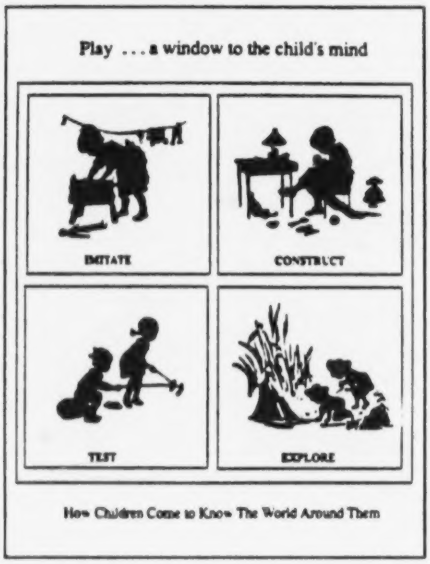
Consensus From Major Associations About Early Childhood Curricula

In 1990, the National Association of Elementary School Principals (NAESP) published their own guidelines for early childhood curricula in *Early Childhood Education and the Elementary School Principal*. [See handout **H9-5a** through **5c** in Vol. III, Section 9.]

Display T-19: "NAESP Principles of Effective Early Childhood Curricula"

Note the similarity between the NAEYC and NAESP principles.

Draw participant's attention to #3 on the list. Play should be valued and included in the program. Play is the "natural" way for children to learn.



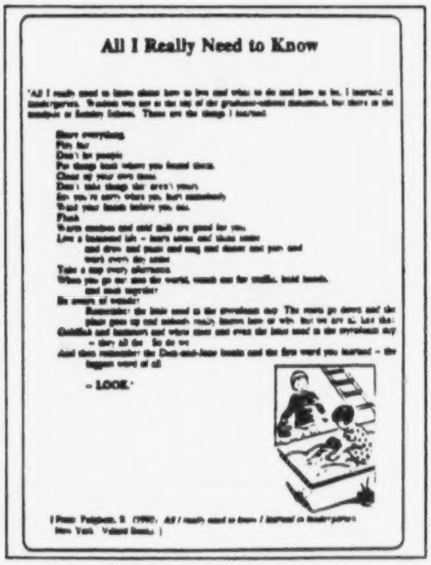
Play . . . a window to the child's mind

How Children Come to Know The World Around Them

Display T-20: "Play ... a window to the child's mind"

➡ [See handout **H6-1**, "Learning Through Child's Play," in Vol. II, Section 6.]

Display T-22: "All I Need to Know ... I Learned in Kindergarten"



All I Really Need to Know

- LOOK."

✻ "ALL I NEED TO KNOW . . . " ACTIVITY ✻

Use the **Think-Pair-Share** technique for the following activity.

➡ [See page three in handout **H6-2**, "The Who, What, When ... of Cooperative Learning" in Vol. II, Section 6.] Ask each participant to read handout **H4-15**, "All I really need to know I learned in Kindergarten" (Fulghum, 1989), while you show **T-22** on an overhead projector.

Ask participants to list on a blank sheet of paper, 5 or 6 general guidelines based on information contained in the poem regarding the types of activities/methods and/or procedures teachers should use when teaching young children. When participants have completed their individual lists, have them compare their lists with their neighbor's. If they have phrased or combined some statements differently, have them explain why. Then call on volunteer pairs to share their findings with the group. Identify elements common to the NAEYC (**T-14/H9-4a**) or NAESP (**T-19/H9-5**) recommendations and to the wisdom contained in the Fulghum quotation (**T-22/H4-15**).

Ask participants which way of presenting this information will be remembered longer-- the lists of standards from the associations or the Fulghum essay. Note how the activity and the quotation make the information more personally relevant, an approach included by both NAEYC and NAESP in their recommendations for appropriate practices for young children.

✻ LITERACY QUIZ ✻

(Optional or Alternate Activity)

You may want to involve participants with more specific curriculum content material by using one of the handouts in Vol. II, Section 6, or by using the activity below.

Display T-23: "Literacy Quiz"

➡ [See handout **H4-14a**, "Literacy Quiz," in Vol. I, Section 4.]

Have participants do the quiz individually, share their responses with their neighbors, and then share them with the whole group using the **Numbered Heads Together** activity [See the Cooperative Learning handout **(H6-2)** in Vol. II, Section 6.]

Numbered Heads Together

After participants have finished answering the quiz individually, have them number off from 1 to 4, with each group of four forming a small discussion group (i.e., each group will have all four numbers represented). The individuals should first share and discuss the reasons for their answers within the small groups. Then each group should agree to one "group answer" for each item. The workshop leader should then go over the quiz by saying a number and having each person with that number call out the answer. For example, for item one, the leader may say, "threes," and each #3 member in every group would call out their group's answer. Different "numbered heads" should be asked to answer the various quiz items. Thus, one person from each group should be responding to each item.

☞ After discussion, give participants handout **H4-14b**, "Key to the True/False Literacy Quiz," in Vol. I, Section 4.

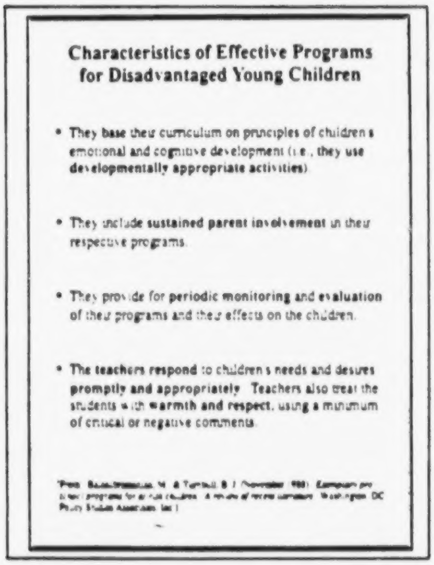
THIS IS A GOOD PLACE TO BREAK.

KEY QUESTION 8: What Are Effective Programs and Practices for Young At-Risk Children?

As noted in the sections on research and on desired outcomes, there have been a number of studies and reports identifying effective practices for disadvantaged children. Many of the findings from these docu-ments are applicable to early childhood education.

☞ [See handout **H4-9** "Success of Early Interventions: What the Research Tells Us" in Vol. I and **H9-1**, "Ten Attributes of Effective Schools for Disadvantaged Children," in Vol. III, Section 9. For additional information see Birman, et al., 1987; Knapp & Shields, 1990; Knapp & Turnbull, 1990; Moore & Funkhouser, 1990; and Rowan & Guthrie, 1988.]

Optional Summary: Redisplay T-24: "Characteristics of Effective Programs for Disadvantaged Children"



Characteristics of Effective Programs for Disadvantaged Young Children

- They base their curriculum on principles of children's emotional and cognitive development (i.e., they use **developmentally appropriate activities**).
- They include **sustained parent involvement** in their respective programs.
- They provide for **periodic monitoring** and **evaluation** of their programs and their effects on the children.
- **The teachers respond** to children's needs and desires **promptly and appropriately**. Teachers also treat the students with **warmth and respect**, using a minimum of critical or negative comments.

Balasubramaniam and Turnbull completed a review of the literature on exemplary preschool programs for at-risk children in 1988. The following list of characteristics of effective programs for young children is based on that review:

- Effective programs base their curriculum on principles of children's emotional and cognitive development (i.e., they use **developmentally appropriate activities**).
- Effective programs include **sustained parent involvement** in their respective programs.
- Effective programs provide for **periodic monitoring and evaluation** of their programs and their effects on the children.
- In effective programs, the **teachers respond** to children's needs and desires **promptly and appropriately**. Teachers also treat the students with **warmth and respect**, using a minimum of critical or negative comments.

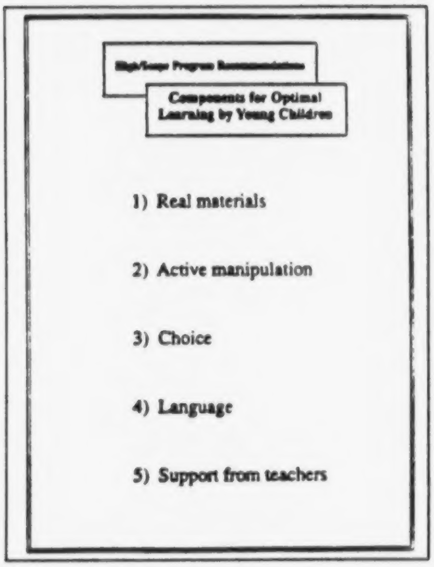
☞ [In the Bibliography, see also Section 5.3, "Programming for At-Risk Children," for additional reports on effective programs and practices for young disadvantaged children.]

High/Scope

High/Scope is an example of one of the most widely recognized programs available for young children. The High/Scope Curriculum was developed in the 1960s to serve disadvantaged young children in Ypsilanti, Michigan. The curriculum, based on Piagetian theory, was first applied in the Perry Preschool Project. It was set up on an experimental design with control and experimental groups, and it is supported by ongoing longitudinal research on its effectiveness (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984; Egbert, 1989; Schweinhart & Weikart, 1985; Schweinhart, Weikart, & Larner, 1986; Weikart, 1988). Much of the data from the Perry Preschool Project has been used to support funding requests for federal projects such as Head Start. In 1968, High/Scope became a model sponsor in the National Follow Through program. [See handout **H10-4** in Vol. III, Section 10.]

The High/Scope Model has been used effectively in many Head Start projects, and it has been successful with a wide range of children, including children from diverse socioeconomic backgrounds, bilingual and multicultural children, gifted and normally developing children, and mildly and moderately handicapped children. Elements of the High/Scope Curriculum are listed below:

Display T-21: "High/Scope Program Recommendations: Components for Optimal Learning by Young Children"



High/Scope Program Recommendations

Components for Optimal Learning by Young Children

1) Real materials

2) Active manipulation

3) Choice

4) Language

5) Support from teachers

Five key ingredients are recommended for optimal learning by young children:

1) Use real materials:

- Let children use concrete objects whenever possible.
- Have enough materials available for everyone to be able to actively explore.

[The "Apple Exploration Activity," **H4-6**, in Vol. I, Section 6, is an adaptation of a High/Scope activity which illustrates this recommendation.]

High/Scope (Cont.)

2) Give children opportunities for active manipulation of objects:

   - Let children participate using all five of their senses. For example, if you have apples, let them see them, touch them, smell them, taste them, hear them crunch, etc.

3) Give children choices:

   - Give children freedom of choice.

   - Let them make decisions regarding different ways to interact with the materials. In the "Apple Exploration Activity," children were free to cut the apples different ways, or bite into them, or not eat them - their choice.

4) Give children opportunities for language development:

   - Encourage children's use of language with each other.

   - Children need to talk about what they're doing.

5) Give children support:

   - Teachers can facilitate children's learning.

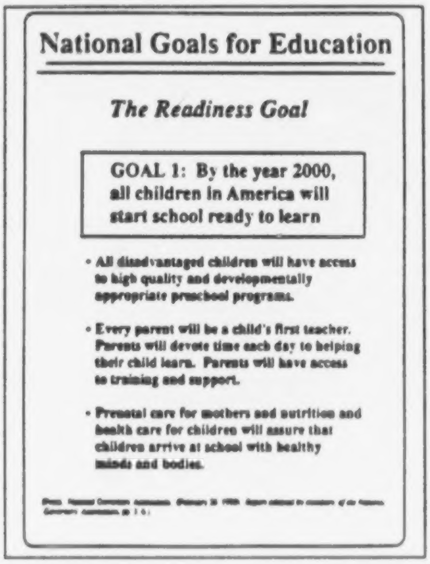
   - Teachers can extend options. They can suggest other topics children might want to explore to follow up on an idea or activity.

   - Teachers can help each child to get involved.

High/Scope is just one example of a widely used approach to early childhood education. There are a variety of other programs that have undergone vigorous evaluation and scrutiny and have been selected by various organizations as being "unusually effective" or "exemplary" programs according to stringent criteria.

Depending upon the needs of your audience, choose a sample of specific model programs from the handouts listed below and draw attention to their characteristic components. The handouts are included in Vol. III, Section 10, Model Programs:

	Handout	Title
☞	**H10-1**	A Sample of Unusually Effective Chapter 1 Early Childhood Education Programs from the *Effective Compensatory Education Sourcebook* These are Chapter 1 projects that have received recognition from the Secretary of Education for being unusually effective. The number of programs eligible for this award is constrained by quotas limiting the number of projects allowed to submit from each state.
☞	**H10-2**	Unusually Effective Migrant Early Childhood Education Programs, Excerpts from the *Effective Compensatory Eduction Sourcebook* These are examples of migrant programs which have been honored with recognition from the Secretary of Education with the same restrictions on submission as noted above.
☞	**H10-3**	Excerpts from *Education Programs That Work*, Sample of Exemplary Early Childhood Education Programs (National Diffusion Network) These programs have met strict evaluation criteria and undergone critical review before being chosen for nationwide dissemination.
☞	**H10-4**	Selected Early Childhood Programs from *A Resource Guide to Public School Early Childhood Programs* edited by Cynthia Warger (ASCD) These are descriptions of noteworthy early childhood programs which cover a range of organizational patterns.



National Goals for Education

The Readiness Goal

GOAL 1: By the year 2000, all children in America will start school ready to learn

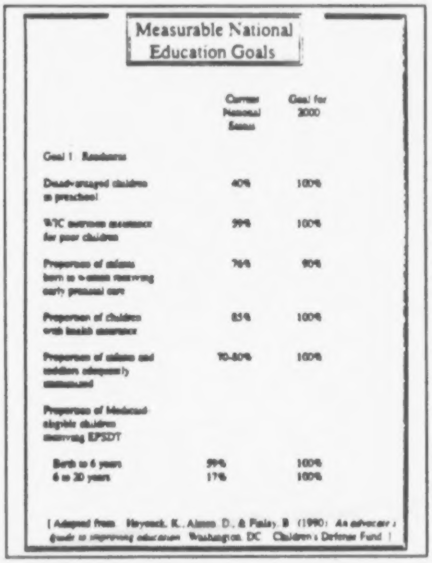
- **All disadvantaged children will have access to high quality and developmentally appropriate preschool programs.**
- **Every parent will be a child's first teacher. Parents will devote time each day to helping their child learn. Parents will have access to training and support.**
- **Prenatal care for mothers and nutrition and health care for children will assure that children arrive at school with healthy minds and bodies.**

CONCLUSION

The Job Before Us

Re-display T-3a: "National Goals for Education: The Readiness Goal"

Review the first of the National Goals for Education.



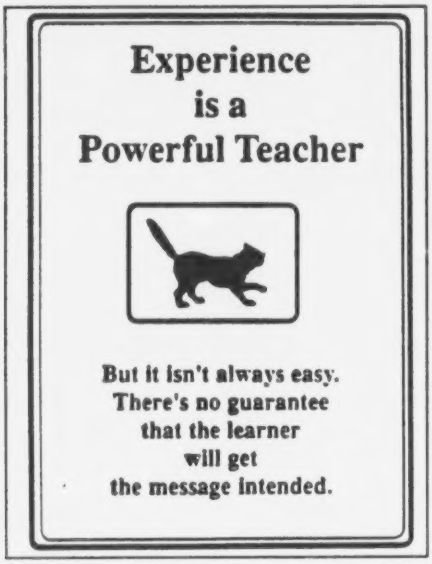
Measurable National Education Goals

	Current National Status	Goal for 2000
Goal 1: Readiness		
Disadvantaged children in preschool	40%	100%
WIC nutrition assistance for poor children	59%	100%
Proportion of infants born to women receiving early prenatal care	76%	90%
Proportion of children with health insurance	85%	100%
Proportion of infants and toddlers adequately immunized	70-80%	100%
Proportion of Medicaid-eligible children receiving EPSDT		
Birth to 6 years	39%	100%
6 to 20 years	17%	100%

[Adapted from: Haycock, K., Alston D., & Finlay, B. (1990). An advocate's guide to improving education. Washington, DC: Children's Defense Fund.]

Display T-3c: "Measurable National Education Goals"

Use **T-3c** to review the progress we have made to date towards meeting the National Education Goals for the year 2000. Note that the purpose of the workshop was to identify some specific ways to go about meeting that challenge.



Experience is a Powerful Teacher

But it isn't always easy. There's no guarantee that the learner will get the message intended.

Mark Twain Anecdote

Leave participants with a strong, inclusive metaphor or analogy.

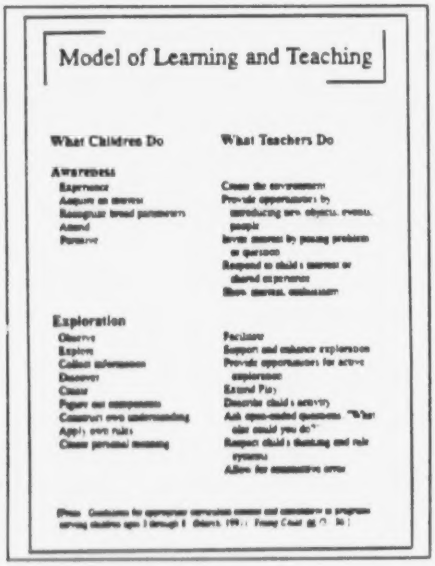
Display T-26: "Experience is a Powerful Teacher"

In Hal Holbrook's one-man show, *Mark Twain Tonight*, he told the following anecdote about learning:

...you cannot forget that experience is the best way to find out about something. A fellow who takes hold of a bull by the tail is getting sixty to seventy times as much information as a fellow who hasn't. [pause] Anybody who starts in to carry a cat home by the tail is getting knowledge that's always going to be useful. It's never likely to grow dim or doubtful. [pause] Chances are he won't carry the cat that way again. [pause] But if he wants to carry the cat that way, I say let him. It isn't always easy to be eccentric, you know.

☞ [See handout **H4-16**, "Experience is a powerful teacher...," in Vol. I, Section 4.]

The Twain anecdote can be used to reinforce a number of points. Experience is a powerful teacher. However, it isn't always easy or pleasant to learn through experience. There is also no guarantee that the learner will get the message intended. Twain, like those who believe in active participation in developmentally appropriate activities for young children, is willing to let the learner make the decision and abide by the consequences.



Model of Learning and Teaching

What Children Do

What Teachers Do

Awareness

Exploration

Display T-25: "Model of Learning and Teaching"

Review the role of the teacher and the role of the children using **T-25**.

Refer participants back to their discussion of the "Apple Exploration Activity." Emphasize points such as the advantage of the strong impact of the learning activity versus the disadvantages of the length of time, the amount of advance preparation, the decrease in teacher control, etc.

Children Learn What They Live

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with shame,
They learn to feel guilty.

If children live with tolerance,
They learn to be patient.

If children live with encouragement,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

— *adapted from Dorothy Law Nolte*

Display T-27: "Children Learn What They Live"

➡ [See handout **H4-17**, "Children Learn What They Live," in Vol. I, Section 4.]

Use this quotation from Dorothy Law Nolte to reaffirm the importance of modeling what we want children to learn. Leave the transparency up while you conclude the workshop.

CONDUCT WORKSHOP EVALUATION

Reference List

All things considered. (February 1990). National Public Radio Broadcast.

Balasubramaniam, M., & Turnbull, B. J. (November 1988). *Exemplary preschool programs for at-risk children: A review of recent literature.* Washington, DC: Policy Studies Associates, Inc.

Beller, K. E. (1983). The Philadelphia Study: The impact of preschool on intellectual and socioemotional development. In *Consortium for longitudinal studies, as the twig is bent...lasting effects of preschool programs* (pp. 333-376). Hillsdale, NJ: Lawrence Erlbaum Associates.

Berrueta-Clement, J. R., Schweinhart, L. J., Barnett, W. S., Epstein, A. S., & Weikart, D. P. (1984). *Changed lives: The effects of the Perry Preschool Program on youths through age 19* (monograph no.8 of the High/Scope Educational Research Foundation). Ypsilanti, MI: High/Scope Press. (ERIC Document Reproduction Service No. ED 313 128)

Birman, B. F., Orland, M. E., Jung, R. K., Anson, R. J., Garcia, G. N., Moore, M. T., Funkhouser, J. E., Morrison, D. R., Turnbull, B. J., & Reisner, E. R. (1987). *The current operation of the Chapter 1 program* (Final Report from the National Assessment of Chapter 1). Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

Bredekamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight*, (expanded edition). Washington, DC: National Association for the Education of Young Children.

Bredekamp, S. (Ed.). (March 1988). NAEYC position statement on standardized testing of young children 3 through 8 years of age. *Young Children*, 43 (3), 42-47.

Bredekamp, S. (Ed.). (March 1991). *Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8* (A Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education). Washington, DC: National Association of the Education of Young Children.

Bruno, R. R. (1988). *School enrollment--social and economic characteristics of students: October 1985 and 1984*. U.S. Bureau of the Census, Current Population Reports. Washington, DC: Government Printing Office.

Caldwell, B. M. (May 1987). Staying ahead: The challenge of the third grade slump. *Principal*, 66 (5), 10-14.

Reference List (Cont.)

Collins, R. C., & Kinney, P. F. (1989). *Head Start research and evaluation: Background and overview.* Vienna, VA: Collins Management Consulting, Inc.

Developing an action plan for partnerships between Head Start and public schools (Contract LC 89089001). (December 3, 1990). Summary of a meeting sponsored by the U.S. Department of Education of Health and Human Services. Washington, DC: U.S. Department of Education, Compensary Education Programs.

Egbert, R. L. (Ed.). (1989). Improving life changes for young children. Ypsilanti, MI: High/Scope Press.

Elkind, D. (1981). *The hurried child: Growing up too fast too soon.* Reading, MA: Addison Wesley Publishing Company.

Early childhood education and the elementary school principal. (1990). Alexandria, VA: National Association of Elementary School Principals.

Fulghum, R. (1990). *All I really need to know I learned in kindergarten.* New York: Villard Books.

Gage, N. L. (December 1990). Dealing with the dropout problem. *Phi Delta Kappan,* 72 (4), 280-85.

Gough, P. B. (December 1990). Moving beyond rhetoric. *Phi Delta Kappan,* 72 (4), 259.

Guidelines for appropriate curriculum content and assessment in programs serving young children ages 3 through 8. (March 1991). *Young Children,* 46 (3), 21-38.

Haycock, K., Alston, D., & Finlay, B. (1990). *An advocate's guide to improving education.* Washington, DC: Children's Defense Fund.

Hillman, C. B. (1988). *Teaching four-year-olds: A personal journey.* Bloomington, IN: Phi Delta Kappa Publishers.

Kagan, S. L. (December 1990). Readiness 2000: Rethinking rhetoric and responsibility. *Phi Delta Kappan,* 72 (4), 272-279.

Kantrowitz, B., Wingert, P., De La Pena, N., Gordon, J., & Padgett, T. (February 12, 1990). The crack children. *Newsweek,* 115 (7), 62-3.

Karnes, M. B., Schwedel, A. M., & Williams, M. B. (1983). A comparison of five approaches for educating young children from low-income homes. In *Consortium for longitudinal studies: As the twig is bent... lasting effects of preschool programs* (pp. 133-169). Hillsdale, NJ: Lawrence Erlbaum Associates.

Reference List (Cont.)

Knapp, M. S., & Shields, P. M. (Eds.). (1990). *Better schooling for the children of poverty: Alternatives to conventioanl wisdom. Volume II: Commissioned papers and literature review* (Contract No. LC88054001). Washington, DC: U.S. Department of Education.

Knapp, M., & Turnbull, B. (1990). *Better schooling for the children of poverty: Alternatives to conventional wisdom. Volume I: Summary* (Contract No. LC 88054001). Washington, DC: U.S. Department of Education.

McKey, R. H., Condelli, L., Ganson, H., Barrett, B. McConkey, C., & Plantz, M. (1985). *The impact of Head Start on families and communities*. Final Report of the Head Start Evaluation Synthesis and Utilization Project. Washington, DC: CSR.

Meisels, S. J., & Steele, D. M. (in press). *Early childhood developmental checklist.* [Available from the authors at the Center for Human Growth and Development, University of Michigan.]

Miller, L. B., & Bizzell, R. P. (August 1984). Long-term effects of four preschool programs: Ninth- and tenth-grade results. *Child Development*, 55 (4), 570-87.

Moore, M. T., & Funkhouser, J. (January 1990). *More time to learn: Extended time strategies for Chapter 1 students* (Contract No. 300-85-0103). Washington, DC: U.S. Department of Education, Office of Planning, Budget & Evaluation.

National goals for education. (July 1990). Washington, DC: U. S. Department of Education.

Pendleton, A. (1986). *Preschool enrollment: Trends and implications. The condition of education.* Washington, DC: Center for Education Statistics, pp. 125-136.

Ramey, C. T., & Haskins, R. (1981). The causes and treatment of school failure: Insights from the Carolina Abecedarian Project. In M. J. Begab, H. C. Haywood, & H. L. Garber (Eds.), *Psychosocial influences in retarded performances: Vol. II. Strategies for improving competence* (pp. 89-112). Baltimore, MD: University Park Press.

Reed, S., & Sautter, R. C. (June 1990). Kappan special report--children of poverty: The status of 12 million young Americans. *Phi Delta Kappan*, 71 (10), K1-12.

Rowan, B., & Guthrie, L. (1988). *The quality of Chapter 1 instruction: Results from a study of 24 schools* (National Assessment of Chapter 1, OERI Contract No. 400-85-1015). San Francisco: Far West Laboratory.

Reference List (Cont.)

Sava, S. G. (1987). Development not academics. *Young Children*, 42 (5), 15.

Schweinhart, L. J., & Weikart, D. P. (April 1985). Evidence that good early childhood programs work. *Phi Delta Kappan*, 545-51.

Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1985). A report on the High/Scope Preschool Curriculum models through age 15. *Early Childhood Research Quarterly*, 1, 15-45.

Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1986). *Consequences of three preschool curriculum models through age 15*. Ypsilanti, MI: High/Scope Educational Research Foundation.

Strother, D. B. (December 1987). Preschool children in the public schools: Good investment? Or bad? *Phi Delta Kappan*, 69 (4), 304-308.

Take a giant step: An equal start in education for all New York City four-year-olds. (1986). Report of the New York Early Childhood Education Commission.

U. S. Department of Commerce, Bureau of the Census. (1988). *Statistical abstract of the United States, 1988* (108th edition). Washington, DC: Government Printing Office.

Weikart, D. P. (1988). Quality in early childhood education. In C. Warger, *A resource guide to public school early childhood programs* (pp. 63-72). Alexandria, VA: Association for Supervision and Curriculum Development.

Early Childhood Education

Section 3:
Transparency Masters

Chapter 1
Curriculum &
Instruction
Resource Center

List of Transparency Masters

The Transparency Section includes blackline masters of the transparencies referenced in the Presenter's Guide. Our purpose with each transparency is to illustrate key information, to focus participant attention, and to reinforce major points rather than put a great deal of copy on the screen. Related handouts provide more detailed information.

Transparency #	
T-1	Early Childhood Education--Workshop Cover Page
T-2a	Early Childhood Education Workshop Goals-- Introductory Workshop
T-2b	Early Childhood Education Workshop Goals-- Extended Workshop
T-3a	National Goals for Education: The Readiness Goal
T-3b	The Preschool Years
T-3c	Measurable National Education Goals
T-4	Selected Early Childhood Education Terms & Definitions
T-5	Workshop Key Questions
T-6	Four Levels of "Apple" Abstraction
T-7	"Every child has a sprout of talent . . ." --Shin'ichi Suzuki Quote
T-8	The Status of Young Children in America
T-9	Research Questions in Early Childhood Education
T-10a	Research Outcomes of Preschool Programs
T-10b	Current Trends & Issues in Early Childhood Education
T-11	Chapter 1 Evaluation of Young Children
T-12	Desired Outcomes: Early Childhood
T-13	"Rush To Do More . . ." --Carol Hillman Quote
T-14	Appropriate Practices to Use With Young Children
T-15	First Law of Dynamic Teaching
T-16	Young Children Are Natural Scientists
T-17	Teaching Is Asking
T-18	The Little Boy--Poem

T-19	NAESP Principles Underlying an Effective Early Childhood Curriculum
T-20	Play ... A window to the child's mind
T-21	High/Scope Program Recommendations: Components for Optimal Learning by Young Children
T-22	"All I Need to Know... I Learned in Kindergarten"-- Fulghum Quote
T-23	Literacy Quiz
T-24	Characteristics of Effective Programs for Disadvantaged Young Children
T-25	Model of Learning and Teaching
T-26	"Experience is a Powerful Teacher" --Twain Quote
T-27	"Children Learn What They Live" -- Nolte Quote

Early Childhood Education

Early Childhood Education

WORKSHOP GOALS

As a result of this workshop, participants will have an understanding of:

- NATIONAL GOALS AND STANDARDS FOR EARLY CHILDHOOD EDUCATION

- MAJOR TRENDS & ISSUES IN EARLY CHILDHOOD EDUCATION

- RESOURCES AVAILABLE TO PURSUE EARLY CHILDHOOD EDUCATION TOPICS IN MORE DEPTH

Early Childhood Education

WORKSHOP GOALS

As a result of this workshop, participants will have an understanding of:

- **national goals and standards for early childhood education**
- **key terminology used in early childhood education**
- **major issues & trends in early childhood education**
- **key research findings in early childhood education**
- **a range of effective practices & programs in early childhood education**
- **legal guidelines for providing Chapter 1 services to young children**
- **appropriate desired outcomes for early childhood education projects**
- **standards for assessing & evaluating young children**
- **resources to pursue early childhood education topics in more depth**

National Goals for Education

The Readiness Goal

GOAL 1: By the year 2000, all children in America will start school ready to learn

- **All disadvantaged children will have access to high quality and developmentally appropriate preschool programs.**
- **Every parent will be a child's first teacher. Parents will devote time each day to helping their child learn. Parents will have access to training and support.**
- **Prenatal care for mothers and nutrition and health care for children will assure that children arrive at school with healthy minds and bodies.**

[From: National Governors' Association. (February 25, 1990). *Report adopted by members of the National Governors' Association*, pp. 3, 6.]

The PreSchool Years:

- Early intervention strategies should be developed and fully funded.
- All eligible children should have access to Chapter 1, Head Start, or other successful preschool programs with strong parental involvement.
- Our first priority must be to provide at least one year of preschool for *all* disadvantaged children.
- In addition, the American home must be a place of learning.

Parents should actively participate in their children's early learning, *"particularly by reading to them on a daily basis."*

[From: National Governors' Association. (February 25, 1990). *Report adopted by members of the National Governors' Association*, pp. 3, 6.]

Measurable National Education Goals

	Current National Status	Goal for 2000
Goal 1: Readiness		
Disadvantaged children in preschool	40%	100%
WIC nutrition assistance for poor children	59%	100%
Proportion of infants born to women receiving early prenatal care	76%	90%
Proportion of children with health insurance	85%	100%
Proportion of infants and toddlers adequately immunized	70-80%	100%
Proportion of Medicaid-eligible children receiving EPSDT		
Birth to 6 years	59%	100%
6 to 20 years	17%	100%

[Adapted from: Haycock, K., Alston, D., & Finlay, B. (1990). *An advocate's guide to improving education.* Washington, DC: Children's Defense Fund.]

Selected Early Childhood Education Terms & Definitions

EPSDT (Early and Periodic Screening, Diagnosis, and Treatment) Program:

A set of services that states are required to provide to all Medicaid-eligible children and adolescents younger than 21. Services include: basic medical screening and follow-up treatment; vision, hearing, and dental services; and other medically necessary health care.

WIC (Special Supplemental Food Program for Women, Infants, and Children):

A federally funded program that provides food, nutrition education, counseling, and health care to pregnant women, infants, and children whose family income falls below 185 percent of the federal poverty level. Research shows that participation in the program reduces the incidence of low birthweight and improves children's development.

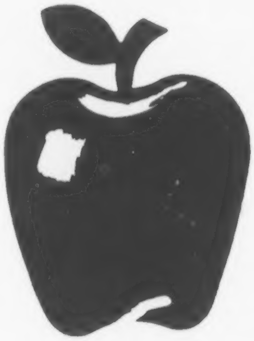
"Workshop Key Questions"

1. What is early childhood education?
2. Why is there a new sense of urgency about early childhood education, and how are we responding?
3. Are early childhood education programs making a difference?
4. What are the current trends and issues in early childhood education?
5. What is the role/responsibility of Chapter 1 in early childhood education?
6. What are appropriate desired outcomes for young children, and how should they be measured?
7. What should be the content and organization of early childhood curriculum and instruction?
8. What are effective programs and practices for young at-risk children?

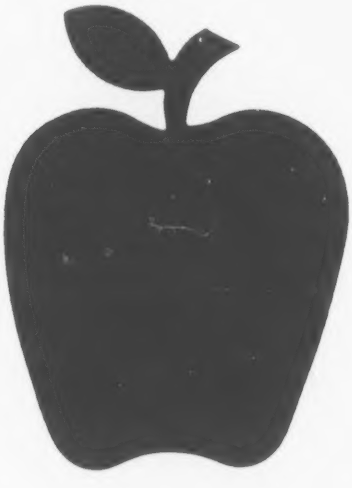
The

Concrete

Object



The
3 Dimensional
Representation



The
2 Dimensional
Pictorial

A

P

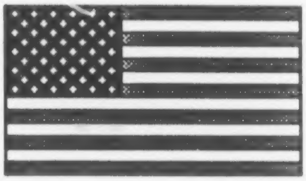
P

L

E

The
Written
Abstraction

The Status of Young Children in America



- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alston, & Finlay, 1990, p. 4).

- It costs **$600 to provide 9 months** of prenatal care vs. **$2,500** ***per day*** in medical costs to care for an extremely premature baby.

- It cost **$5,000 for 9 months** of drug treatment for an addict vs. **$30,000 for 20** ***days*** medical care for the drug-exposed baby an addict bears.

- It cost **$842 per year** to provide a small child with a nutritious diet that they can receive through a program like WIC vs. **$3,986** ***per year*** to pay for special education for a child with a minor learning disability (Gough, 1990, p. 259).

- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alston, & Finlay, 1990, p. 5).

- Head Start serves the largest number of disadvantaged children of any preschool program, yet only 20% of the children eligible for Head Start services receive them (Kagan, 1990, p. 278).

RESEARCH QUESTIONS IN EARLY CHILDHOOD EDUCATION

1) Do early childhood education programs have a positive or negative impact on young children?

2) Do early childhood education programs have not only short-term, but also long-term positive impacts on children?

3) Which early childhood education program is better?

4) What program characteristics are most important for the optimal development of young children?

Research Outcomes of Preschool Programs

STUDY	PLACEMENT	PROGRAM GROUP	CONTROL GROUP
ESEA Title I Pre-K (age 13)	Special Ed. Retention	5% 9%	11% 12%
Early Training (age 18)	Special Ed. Retention	3% 53%	29% 69%
Perry Preschool (age 19)	Special Ed. Retention	37% 35%	50% 40%
Harlem Head Start (age 13)	Special Ed. Retention	No Data 24%	No Data 45%
New York Pre-K (age 9)	Special Ed. Retention	2% 16%	5% 21%
Mother-Child-Home	Special Ed. Retention	14% 13%	39% 19%
Curriculum Comparison Group (age 19)	Special Ed. Retention	38% 26%	63% 56%

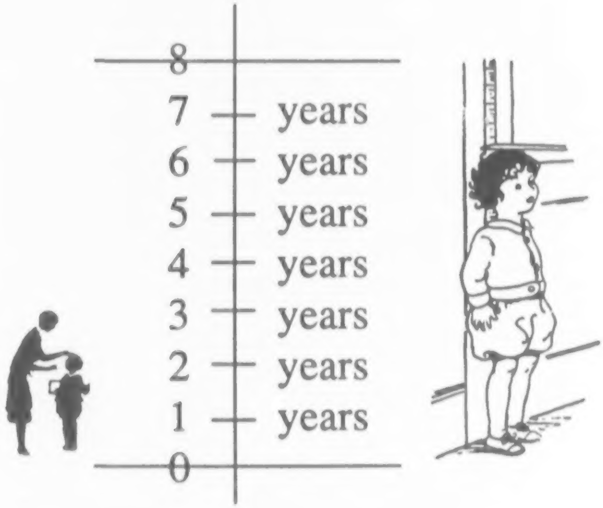
[From: Balasubramaniam and Turnbull (1988) as adapted from Berrueta-Clement, 1984, p. 102.]

Current Trends & Issues in Early Childhood Education

- **More children enrolled** in preschool and kindergarten programs
- More children placed in preschool programs at **earlier ages**
- More **variety** in the types of early childhood programming available
- More **extended day** programs in early childhood education
- More **cooperation and coordination** between programs
- More attention to the importance of **transitions** between programs and between grade levels
- More young children **"at risk"** of educational failure
- More young **children needing services** than receiving them
- More **parent/family involvement** in programs producing higher achievement
- More emphasis on **alternative assessment**; less emphasis on standardized testing
- More **pressure for academics** at earlier ages
- More concern about **"developmentally appropriate practice"**
- More emphasis on **integrated curricula** that are **personally relevant** to young children with more opportunities for **active involvement**

Chapter 1 Evaluation of Young Children

Chapter 1 law treats young children (7 and younger or below 2nd grade) differently than older ones.


8
7 years
6 years
5 years
4 years
3 years
2 years
1 years
0

Desired Outcomes: Early Childhood

A desired outcome is a **goal statement or measurable objective** which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program.

A desired outcome should contain a . . .

- **Goal** -- What the children are to learn or accomplish;
- **Outcome Indicator** -- What will be used to measure achievement;
- **Standard or Performance Level** -- What level of achievement will show substantial progress; and
- **Time Frame** -- Over what period of time measurement will occur.

Teachers of young children
experience frustration because of . . .

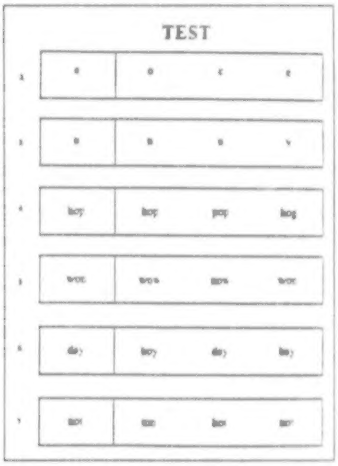
"the rush to do MORE

To *push down* the curriculum
into the lower grades,

to use more and more workbooks
at an earlier age,

to test and test and test

until the 'weak spot'
was found
in each child,



then hurry and schedule remediation

and test some more."

[From: Hillman, C. B. (1988). *Teaching four-year-olds : A personal journey* (p. vii). Bloomington, Indiana: Phi Delta Kappa Educational Foundation.]

Appropriate Practices to use with Young Children

1) Recognize the child as a whole person.

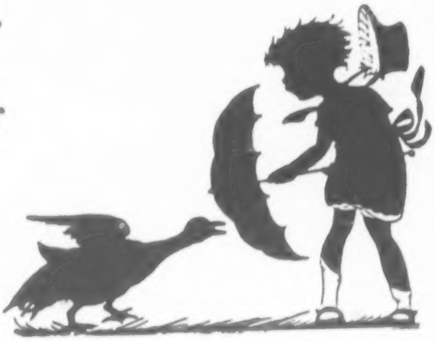
2) Use an integrated curriculum.

3) Engage children in active learning.

4) Present developmentally appropriate materials & opportunities.

5) Present children with content that is relevant, engaging, & meaningful.

6) Provide group projects that foster language interactions.



7) Provide activities that promote positive peer interactions.

8) The younger the child, the more flexible the teaching should be.

9) Provide children with a motivation to learn, not just knowledge.

[From: National Association for the Education of Young Children. (1989). *Appropriate education in the primary grades: A position statement* (pp. 22-23). Washington, DC: NAEYC.]

First Law of Dynamic Teaching

The more involved students get in any activity,

the longer they will retain its lessons.

[Adapted from: Rx for learning. (April 9, 1990). *Newsweek*, CXV (15). 52-64.]

Young children are natural scientists

who poke and drop
and squeeze
like the most exuberant
experimenters
and constantly ask
"Why?" and **"How?"**

Good teachers of young children know that . . .

"Teaching is asking

not telling"

--- Jean Marzollo

[From: Marzollo, J. (1987). *The new kindergarten: Full day, child-centered, academic.* New York: Harper and Row Publishers.]

And pretty soon
The little boy learned to wait,

And to watch

And to make things
just like the teacher

And pretty soon

He didn't make things
of his own
anymore.

--- Helen E. Buckley

National Association of Elementary School Principals (NAESP)

Principles Underlying An Effective Early Childhood Curriculum

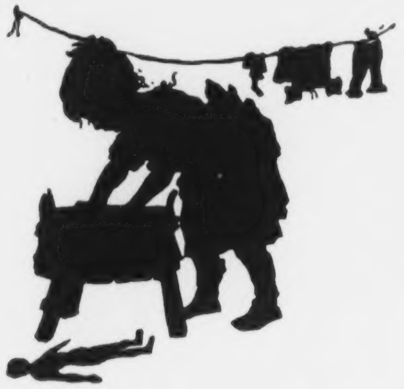
1) Integrated curriculum

2) Active learning

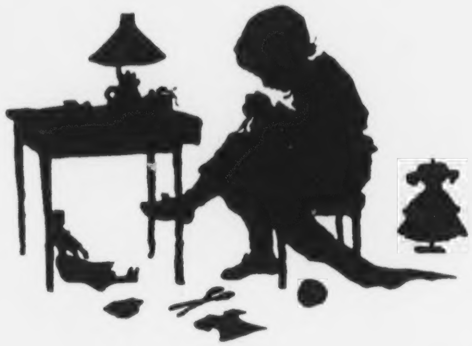
3) Play should be valued

4) Connect new to known

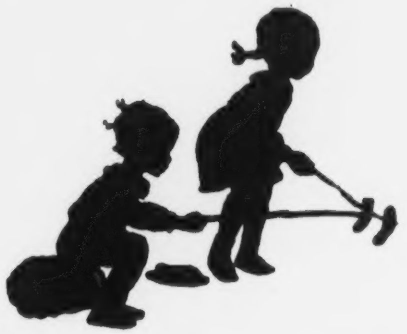
Play . . . a window to the child's mind



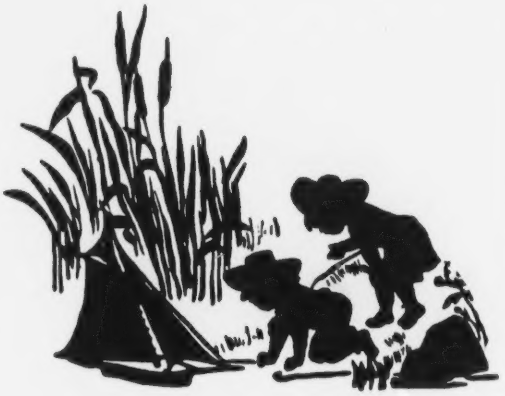
IMITATE



CONSTRUCT



TEST



EXPLORE

How Children Come to Know The World Around Them

High/Scope Program Recommendations

Components for Optimal Learning by Young Children

1) Real materials

2) Active manipulation

3) Choice

4) Language

5) Support from teachers

All I Really Need to Know

"All I really need to know about how to live and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

Share everything.
Play fair.
Don't hit people.
Put things back where you found them.
Clean up your own mess.
Don't take things that aren't yours.
Say you're sorry when you hurt somebody.
Wash your hands before you eat.
Flush.
Warm cookies and cold milk are good for you.
Live a balanced life -- learn some and think some
    and draw and paint and sing and dance and play and
    work every day some.
Take a nap every afternoon.
When you go out into the world, watch out for traffic, hold hands,
    and stick together.
Be aware of wonder.
    Remember the little seed in the styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
Goldfish and hamsters and white mice and even the little seed in the styrofoam cup
    -- they all die. So do we.
And then remember the Dick-and-Jane books and the first word you learned -- the
    biggest word of all

-- **LOOK**."

[From: Fulghum, R. (1990). *All I really need to know I learned in kindergarten.* New York: Villard Books.]

Literacy Quiz

Using your initial responses, answer the following true/false quiz:

1. ___ Illiterate adults account for 75% of the unemployed and 60% of prison inmates.

2. ___ 40% of fourth grade poor readers reported that they would rather clean their room than read.

3. ___ 5,000 words account for 90% of all the words we read.

4. ___ 94% of the words we read are seen less than 10 times per million words.

5. ___ Skilled readers look at almost every word and at most of the letters of each word.

6. ___ Skilled readers' rapid identification of unfamiliar words is based on their knowledge of familiar spelling patterns.

7. ___Skilled readers usually recode printed words into their spoken images.

8. ___ Skilled readers cannot comprehend a complex sentence if they are prevented from subvocalizing it.

9. ___ Letter naming ability and phonological awareness are the best predictors of success in beginning reading.

10. ___ Teaching children to name the letters does not give them an appreciable advantage in learning to read.

11. ___ Many children have had over 1000 hours of reading and writing encounters before coming to school.

12. ___ Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.

13. ___ Low-readiness children encouraged to use invented spelling have grown in spelling and word identification more than those encouraged to use conventional spelling.

14. ___ Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.

15. ___ *Phonics first* is not the best approach to beginning reading.

Moore, S.A. & Moore, D.W. (May 1990). Professional resources: Beginning to read. *The Reading Teacher*, 33 (8), 678-679.

Characteristics of Effective Programs for Disadvantaged Young Children

- They base their curriculum on principles of children's emotional and cognitive development (i.e., they use **developmentally appropriate activities**).
- They include **sustained parent involvement** in their respective programs.
- They provide for **periodic monitoring** and **evaluation** of their programs and their effects on the children.
- The **teachers respond** to children's needs and desires **promptly and appropriately**. Teachers also treat the students with **warmth and respect**, using a minimum of critical or negative comments.

[From: Balasubramanian, M., & Turnbull, B. J. (November 1988). *Exemplary preschool programs for at-risk children: A review of recent literature*. Washington, DC: Policy Studies Associates, Inc.]

Model of Learning and Teaching

What Children Do	**What Teachers Do**
Awareness	
Experience Acquire an interest Recognize broad parameters Attend Perceive	Create the environment Provide opportunities by introducing new objects, events, people Invite interest by posing problem or question Respond to child's interest or shared experience Show interest, enthusiasm
Exploration	
Observe Explore Collect information Discover Create Figure out components Construct own understanding Apply own rules Create personal meaning	Facilitate Support and enhance exploration Provide opportunities for active exploration Extend Play Describe child's activity Ask open-ended questions, "What else could you do?" Respect child's thinking and rule systems Allow for constuctive error

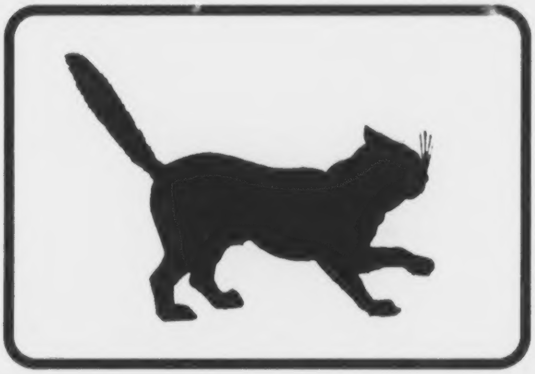
[From: Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. (March, 1991). *Young Child*, 46 (3), 36.]

Model of Learning and Teaching (Cont.)

What Children Do	What Teachers Do
Inquiry	
Examine Investigate Propose explanations Focus Compare own thinking with that of others Generalize Relate to prior learning Adjust to conventional rule systems	Help children refine understanding Guide children, focus attention Ask more focused questions, "What else works like this? What happens if? Provide information when requested, "How do you spell?" Help children make connections
Utilization	
Use the learning in many ways; learning becomes functional Represent learning various ways Apply to new situations Formulate new hypotheses and repeat cycle	Create vehicles for application in real world Help children apply to new situations Provide meaningful situations to use learning

[From: Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. (March, 1991). *Young Child*, 46 (3), 36.]

Experience is a Powerful Teacher



But it isn't always easy. There's no guarantee that the learner will get the message intended.

Children Learn What They Live

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with shame,
They learn to feel guilty.

If children live with tolerance,
They learn to be patient.

If children live with encouragment,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

--- ***adapted from Dorothy Law Nolte***

Early Childhood Education

Section 4: Workshop Activity Masters

Chapter 1
Curriculum &
Instruction
Resource Center

List of Handout Masters

Volume I: Workshop Essentials

Section 4: Workshop Activity Masters

Handout ID#	
H4-1	Cover for Workshop Handouts
H4-2a	Workshop Goals--Introductory Workshop
H4-2b	Workshop Goals--Extended Workshop
H4-3	Workshop Evaluation Form
H4-4	Excerpts from *The National Goals for Education*-- "Readiness for School"
H4-5	Key Early Childhood Education Terms and Definitions
H4-6	"Apple" Exploration Activity with Key Experiences Checklist
H4-7	"Every Child Has A Sprout of Talent" --Shin'ichi Suzuki Quote
H4-8	The Status of Young Children in America
H4-9	Success of Early Interventions with Preschool Children: What The Research Tells Us
H4-10	Overview of Major Studies of Early Childhood Programs
H4-11	Trash-to-Treasure Toy Company Activity with Key Experiences Checklist
H4-12	"The Little Boy" --Poem
H4-13	NAEYC Principles of Appropriate Practices for Young Children
H4-14a	True/False Literacy Quiz
H4-14b	Key to the True/False Literacy Quiz
H4-15	"All I really need to know I learned in Kindergarten" --Excerpt
H4-16	"Experience is a powerful teacher...."--Twain Quote
H4-17	Children Learn What They Live

Early Childhood Education

Early Childhood Education

WORKSHOP GOALS

As a result of this workshop, participants will have an understanding of:

- NATIONAL GOALS AND STANDARDS FOR EARLY CHILDHOOD EDUCATION
- MAJOR TRENDS & ISSUES IN EARLY CHILDHOOD EDUCATION
- RESOURCES AVAILABLE TO PURSUE EARLY CHILDHOOD EDUCATION TOPICS IN MORE DEPTH

Early Childhood Education

WORKSHOP GOALS

As a result of this workshop, participants will have an understanding of:

- **national goals and standards for early childhood education**
- **key terminology used in early childhood education**
- **major issues & trends in early childhood education**
- **key research findings in early childhood education**
- **a range of effective practices & programs in early childhood education**
- **legal guidelines for providing Chapter 1 services to young children**
- **appropriate desired outcomes for early childhood education projects**
- **standards for assessing & evaluating young children**
- **resources to pursue early childhood education topics in more depth**

WORKSHOP EVALUATION FORM

Workshop Topic: ____
Presenter: ______________________________ Date: ______________
Your Job Description/Responsibility (please check all that apply): ___ Administrator/Coordinator
___ Principal ___ Chapter 1 Teacher ___ Chapter 1 Aide ___Non-Chapter 1 Teacher
___ Non-Chapter 1 Aide ___ Parent ___ Other (please specify):

Directions: Please circle the rating number that indicates the degree to which you ***agree*** *with the following statements.*

	COMPLETELY DISAGREE				**COMPLETELY AGREE**
1. The goals of this workshop were achieved.	1	2	3	4	5
2. The presentation was clearly communicated.	1	2	3	4	5
3. The activities were appropriate for the topic(s).	1	2	3	4	5
4. The overhead transparencies and/or other audio-visuals were effective.	1	2	3	4	5
5. The handouts were appropriate and useful.	1	2	3	4	5
6. The presenter was responsive to questions and comments.	1	2	3	4	5
7. The presenter was knowledgeable about the topic.	1	2	3	4	5

A. What were the most noteworthy aspects of the workshop?

B. What changes would you suggest to improve the workshop?

C. How can TAC/R-TAC, the SEA, or LEA assist you further? (check all that apply)

I would like: ___ follow-up workshop session(s) on ______________________
___ an on-site consultation [topic(s)]
___ a phone consultation
___ other (please specify):

Name:
Position/Title:
Address:

Phone (please include area code):

D. Please make additional comments or suggestions on the back. **THANK YOU!**

Excerpts from
The National Goals for Education
"Readiness for School"

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

. . . .

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, under-educated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems for prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

. . . .

[From: National Governors' Association. (February 25, 1990). *Report adopted by members of the National Governors' Association*, pp. 3,6.]

Key Early Childhood Education

Terms & Definitions

academic programs: Refers to situations in which a strong emphasis is placed on such things as grade-level achievement, test scores, following instructions, etc.

age appropriate: Experiences and a learning environment that match a predictable stage of growth and development -- physical, social, emotional, and cognitive.

Chapter 1: A federal program providing school districts with money for special instruction in reading, math, and language arts for low-income students. About 90 percent of the nation's school districts receive Chapter 1 funds, and most districts concentrate services in elementary schools. Federal funding is sufficient to serve only about half of all low-income students who need special help.

child-initiated activities: Experiences where children have choices of activities at learning centers and where they get answers to their questions and construct knowledge by exploring, experimenting, manipulating, and problem solving without being directed by an adult to find one correct answer.

cooperative learning: Students work in small learning teams and are rewarded for working toward a common goal.

developmentally appropriate: Refers to offering content, materials, and methodologies that are commensurate with the child's level of development and for which the child is ready. For three- and four-year-olds that means concrete hands-on experiences in preparation for moving to symbolic levels (letters, numbers, pictures).

EPSDT (Early and Periodic Screening, Diagnosis, and Treatment) Program: A set of services that states are required to provide to all Medicaid-eligible children and adolescents younger than 21. Services include: basic medical screening and follow-up treatment; vision, hearing, and dental services; and other medically necessary health care.

Even Start: A federal program that funds projects linking early childhood education with adult education to help disadvantaged parents prepare and assist their children to succeed in school. Projects vary but often include parent-child play groups and parent training, adult literacy clubs, instructional video, and home literacy visitors. To participate, parents must be eligible for federal adult education programs.

extended day: Programs that run longer than the usual session length.

Head Start: The federally funded comprehensive preschool program for three- to five-year-olds from low-income families. In addition to promoting its students' cognitive development, Head Start provides hot meals, immunizations, and screening and treatment for vision, hearing, and other medical and dental problems. Head Start trains parents as volunteers and promotes parental involvement in children's learning.

integrated approach: Content is not taught through isolated subject areas in 15- to 30-minute time segments, but is presented in thematic units involving many subject areas.

learning centers: Areas in the classroom designated for interaction areas (drama, construction, tactile, and art media) or curriculum areas (manipulatives for math and fine motor development, materials for language development and science exploration).

low birthweight: Babies who weigh less than 5.5 pounds (2,500 grams) at birth are considered to have low birthweight, which is associated with vision and learning disabilities, mental retardation, and cerebral palsy. Mothers with inadequate prenatal care are at risk of having babies with low birthweight.

Medicaid: The primary source of health care coverage for low-income families without private health insurance. States administer the federal program and have some discretion to decide who is eligible for benefits. Starting April 1, 1990, Congress requires all states to cover pregnant women, infants, and children younger than age six with family incomes below 133 percent of the federal poverty level.

standarized achievement test: An exam that is tested on a specific representative population while it is being developed, in order to find out how similar students (students in grades one through three, for example) can be expected to perform on the test when it is used by schools. The tests that schools and teachers develop for their own use are nonstandardized.

transition: From home to school; from private preschool to public kindergarten; from one school to another; from one grade to another.

WIC (Special Supplemental Food Program for Women, Infants, and Children): A federally funded program that provides food, nutrition education, counseling, and health care to pregnant women, infants, and children whose family income falls below 185 percent of the federal poverty level. Research shows that participation in the program reduces the incidence of low birthweight and improves children's development.

[From: *An advocate's guide to improving education* (pp. 18-19). (September, 1990). Washington, DC: Children's Defense Fund, *and Early childhood education and the elementary school principal* (p. 59). (1990). Alexandria, VA: National Association of Elementary School Principals]

"Apple" Exploration Activity

Activity

A developmentally appropriate curriculum for young children involves active learning. The HIGH/SCOPE Curriculum developed in Ypsilanti, Michigan identifies the five following ingredients of active learning:

1. Using "real" concrete materials and having enough for everyone.
2. Allowing children to manipulate materials using all their senses (touch, sight, taste, smell, hearing).
3. Giving children the freedom to choose how they will explore a new object.
4. Encouraging children to talk about what they are doing using their own language.
5. Supporting children by giving them options, reassuring them, involving them, and preventing them from "tearing down" or criticizing each other.

These five ingredients are part of the following activity adapted from the HIGH/SCOPE Curriculum Workshop. In the activity, participants are given a real apple to examine using all their senses, and their observations are recorded. They are subsequently given the following kinds of apples: a three-dimensional model, a picture, and the printed word. At each stage, participants add new descriptors and delete ones that no longer apply. The number of descriptors and the range of sensory information in the descriptions decrease at each successive stage. The activity demonstrates that working with and manipulating concrete objects provides us with much richer concepts than working only with abstract symbols. Before expecting children to read and understand words in books, we need to make sure they have had a chance to explore the world around them and understand the relationship between the real object and its abstract representation.

Materials

All Stages:	Transparency film or butcher block paper and markers.
Stage One:	Enough apples (all alike) for each small group. Paper towels. Knives (optional).
Stage Two:	Enough fake apples (all alike) for each group.
Stage Three:	A picture of an apple big enough for everyone to see.
Stage Four:	The word "apple" written large enough for everyone to see.

Purpose

For Adults

This activity may be used in a variety of ways. It has been used in the Early Childhood Education Workshop as a basis for reviewing some major characteristics of active learning. It provides a rich base for a discussion of the advantages (and disadvantages) of learning through direct experience, the importance of context and perception in reading comprehension, etc. The apple activity may also be used as an example of instruction in developmentally appropriate curricula.

For Children

The activity may be modified for instructional use at a range of grade levels. With children, the procedure can be used with almost any object to show how many meanings a word can have. It also provides a process model for investigations and for using all the senses to learn about something.

Procedure

Stage One--Real Apple (Concrete Object)

1. Divide the participants into small groups of 2 or 3 people.

2. Give each small group a real apple (the apples should all be the same kind).

3. Instruct the groups to explore their apple in any way they choose. Tell children that you will help them cut the apple into pieces if they would like to explore the insides of the apple. (Older children or adults may be provided with knives.) Remind them to use all their senses. They should ask themselves, "How does it look? How does it sound? Does it have any smell? How does it taste? What does it feel like in my hand? How does it feel in my mouth?

4. Allow approximately 10 minutes for exploration.

5. Ask all the groups to tell you about their apples. Ask, "What did you notice about the apple?" *(Make sure they phrase their descriptions in terms of what is there rather than what is missing, i.e., "There were five seeds," not "There was no worm.").* Write all attributes they mention on the board (butcher paper or overhead transparency film may also be used as long as you can refer back to the lists from each stage). Have anyone who states what is missing restate their description, but be sure to record what participants say as closely as possible.

Sample Attribute Record

APPLE

red
round
. . . .

crunchy
noisy
. . . .

hard
mushy
. . . .

bitter
sweet
. . . .

Stage Two--Three-Dimensional Fake Apple (Object Representation)

1. Hand out a "fake apple" (i.e., plastic, wood, or paper ornament) to each small group.

2. Say, "OK, now pretend that you have never seen a real apple before. You are given this, and you are told that this is an apple."

3. "Explore your apple, but don't cut it up or eat it!"
(allow just a few minutes for exploration)

4. Ask the groups to tell you everything they can about this apple. (You may need to remind them to describe what is there, not what is missing.) As they mention any attribute already on the board, underline it. Add any new attributes to the list. When no one can think of anything else, draw a line through all attributes mentioned previously that do not fit the fake apple and are, therefore, not underlined.

Stage Three--Two-Dimensional Apple Picture (Pictorial Representation)

1. Show the group a picture drawn on paper of a red apple with a stem and green leaves.

2. Say, "Pretend you have never seen any other apple before. You are shown this picture, and you are told, 'This is an apple.'"

3. Give the groups a chance to look at the picture of the apple.

4. Ask the groups to describe this apple. Write any new attributes on the board, but cross out any previously mentioned descriptions not mentioned this time. (Again, you may need to remind them to tell you what is there, not what is missing.) If there is any question about whether something should or should not be crossed out, let the group make the decision after a discussion of the reasons pro and con.

Stage Four--The Word "APPLE" (Abstract Symbol Representation)

1. Show the groups the word "APPLE" printed in letters.
2. Say, "Pretend you have never seen an apple before. You are shown these symbols, and you are told, 'This is an apple.'"
3. Let the groups look at the word "apple."
4. Ask the groups to tell you about this apple following the same procedures used in previous stages. Be sure to cross out any remaining words describing apples in previous stages that are not mentioned this time.

Follow-Up Activities

For Adults

1. Have participants use the "Early Childhood Key Experiences Checklist" to identify the range of experiences covered in this activity.

For Children

1. Let the children draw their own pictures from various perspectives after exploring the real object.
2. Have the children think of ways to use apples, i.e., in pies, for cider, as decorations, bobbing at Halloween, to feed to animals, etc.

Alternative Options

1a. To emphasize the role of context and perception, give the groups different kinds of apples, i.e., different colors, sizes, some sweet, some tart, some waxed, some bruised. Introduce unusual variations, i.e., love apples (tomato), crab apples, etc. Record the observations from each group on a separate sheet so they can be compared.

1b. To show how things with the same name can be like and unlike, the characteristics of a number of different kinds of apples may be charted. The kinds of apples can be listed at the top of the columns and the characteristics can be listed at the front of the rows. Check marks can be used in the cells to indicate which characteristic(s) which apples have.

2. With adults, you might want to use an unfamiliar object or reverse the order by moving from the abstract to the concrete level. This seems to give adults a better appreciation of the task faced by young children confronted with abstractions out of context or beyond their experience-base. Unusual fruits (kiwi, mangos, ugli fruit, broccoflower, pomegranate) work well. Another variation is to use an antique tool or kitchen implement, and extend the activity by having participants guess its function.

Early Childhood Key Experiences Checklist

Key experiences that are fundamental to a young child's learning and development are most likely to occur in situations where the child is actively involved. They include such components as:

- the use of concrete materials
- active manipulation of objects
- freedom of choice
- rich language opportunities, and
- the provision of teacher and/or parent support.

The following checklist for use in developing and/or evaluating learning situations is based on the key experiences in child development identified in the HIGH/SCOPE curriculum [In: *Introduction to the HIGH/SCOPE Curriculum: A Two-Day Workshop.* (1986). Ypsilanti, MI: HIGH/SCOPE Educational Research Foundation.].

SOCIAL & EMOTIONAL DEVELOPMENT

___ Making & expressing choices, plans, & decisions
___ Recognizing & solving problems
___ Expressing & understanding problems
___ Taking care of one's own needs
___ Understanding routines & expectations
___ Being sensitive to other's feelings, interests, needs & background
___ Building relationships w/ other children & adults
___ Creating & experiencing collaborative play
___ Developing strategies for dealing w/ social conflict

PHYSICAL DEVELOPMENT

___ Moving in locomotor ways
___ Moving in non-locomotor ways
___ Moving with objects
___ Following movement directions
___ Describing movement
___ Expressing creativity in movement
___ Feeling & expressing rhythm & beat
___ Moving with others to a common beat

COGNITIVE DEVELOPMENT

Space

___ Fitting things together & taking them apart
___ Rearranging & reshaping objects: twisting, folding, stretching, stacking, & observing the changes
___ Observing things & places from different spatial viewpoints
___ Experiencing & describing relative positions, directions, & distances
___ Experiencing & representing one's own body
___ Learning to locate things in different environments: classroom, school, neighborhood
___ Interpreting representations of spatial relations in drawings & pictures
___ Distinguishing & describing shapes

COGNITIVE DEVELOPMENT (cont.)

Representation

___ Recognizing objects by sound, touch, taste, & smell
___ Imitating actions & sounds
___ Relating pictures, photographs & models to real places & things
___ Role-playing & pretending
___ Making models out of clay, blocks, etc.
___ Drawing & painting

Time

___ Starting & stopping an action on signal
___ Experiencing & describing different rates of movement
___ Experiencing & comparing time intervals
___ Observing change
___ Recalling events, anticipating events, & representing the order of events
___ Using conventional time units & observing that clocks & calendars mark the passage of time

Language

___ Talking w/others about personally meaningful experiences
___ Describing objects, events, & relationships
___ Having fun w/language: rhyming, making up stories, listening to poems & stories
___ Writing in various ways: drawing, scribbling, like forms, invented spellings, conventional forms
___ Having one's own language written down & read back
___ Reading in various ways: recognizing letters, words, & symbols & reading storybooks & print

Classification

___ Investigating & labeling the attributes of things
___ Noticing & describing how things are the same & how they are different
___ Sorting & matching
___ Using & describing something in several different ways
___ Distinguishing between some and all
___ Holding more than one attribute in mind at a time
___ Describing what characteristics something does not possess or to what class it does not belong

Seriation

___ Comparing along a single dimension: longer/shorter, rougher/smoother, etc.
___ Arranging several things in order along the same dimension & describing the relationships: longest, shortest, etc.
___ Fitting one ordered set of objects to another through trial & error

Number

___ Comparing number & amount: more/less, more/fewer, same amount
___ Arranging two sets of objects in one-to-one correspondence
___ Counting objects as well as counting by rote

"Every child has a sprout of talent.

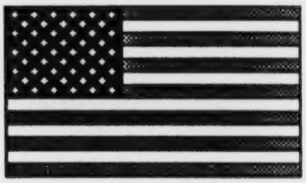
Developing that sprout
into a wonderful ability
depends upon
how it is cultivated...

Setting a child aside
until elementary school
and then saying that
now education begins
is like
taking a withered sprout
and suddenly giving it
large amounts of fertilizer,
putting it in the sunlight, and
flooding it with water."

--Shin'ichi Suzuki

From: Grilli, S. (1989). *Preschool in the Suzuki Spirit.* Toyko: Harcourt Brace Jovanovich Japan.

The Status of Young Children in America



- Today, low-income children make up nearly half of all births. As they grow older, many of them simply do not receive the kind of stimulation at home or in a preschool program that promotes healthy mental and physical development, thus complicating, though not preventing, learning (Haycock, Alston, & Finlay, 1990, p. 4).

- Today, more than 1 out of every 3 children in this country whose family is headed by a parent less than 30 years old are living in poverty. This represents a 50 percent increase over the past decade (Haycock, Alston, & Finlay, 1990, p.4).

- Child poverty is not confined to inner cities. Less than 9% of American's poor live in the core inner cities, about 17% live in rural America, and about 28% live in suburban communities. The rest are scattered in small towns and cities across the country (Reed & Sautter, 1990, p. K4).

- One pregnant woman in four receives no prenatal care during the critical first trimester. Such mothers are 3-6 times more likely to give birth to a premature, low-birth-weight baby who will be at risk for developmental disability (Reed & Sautter, 1990, K7).

- 11% of children end up in special education classes because of cognitive and developmental problems, many of which could have been prevented by prenatal care (Reed & Sautter, 1990, K3).

- In the last 10 years, the number of children diagnosed as learning disabled has increased by 140% to about 1.9 million children (Reed & Sautter, 1990, K7).

- It costs $600 to provide 9 months of prenatal care vs. $2,500 *per day* in medical costs to care for an extremely premature baby. It cost $5,000 for 9 months of drug treatment for an addict vs. $30,000 for 20 *days* medical care for the drug-exposed baby an addict bears. It cost $842 per year to provide a small child with a nutritious diet vs. $3,986 *per year* to pay for special education for a child with a minor learning disability (Gough, 1990, p. 259).

The Status of Young Children in America (Cont.)

- In 1989, the Special Supplemental Food Program for women, infants, and children (WIC) served only about half the women and children at risk who were eligible (Haycock, Alston, & Finlay, 1990, p. 5).

- At least 350,000 babies are born each year to mothers who use drugs. Cocaine cuts the flow of nutrients and oxygen to the fetus; that causes deformities and growth impairment and may contribute to major developmental difficulties. Drug exposed two-year-olds have trouble concentrating, interacting with groups and coping with structured environments (Kantrowitz, Wingert, De La Pena, Gordon, & Padgett, 1990, p. K3).

- Only 43% of existing preschool programs provide educational experiences (Haycock, Alston, & Finlay, 1990, p. 4).

- For every dollar spent on Head Start Programs, $4.75 is saved in later social costs (*All things considered*, National Public Radio Broadcast, February, 1990).

Reference List

All things considered. (February 1990). National Public Radio Broadcast.

Gage, N. L. (December 1990). Dealing with the dropout problem. *Phi Delta Kappan,* 72 (4), 280-85.

Gough, P. B. (December 1990). Moving beyond rhetoric. *Phi Delta Kappan,* 72 (4), 259.

Haycock, K., Alston, D., & Finlay, B. (1990). *An advocate's guide to improving education.* Washington, DC: Children's Defense Fund.

Kantrowitz, B., Wingert, P., De La Pena, N., Gordon, J., & Padgett, T. (February 12, 1990). The crack children. *Newsweek,* 115 (7), 62-3.

Reed, S., & Sautter, R. C. (June 1990). Kappan special report--children of poverty: The status of 12 million young Americans. *Phi Delta Kappan,* 71 (10), K1-12.

Success of Early Interventions with Preschool Children: What the Research Tells Us

Research on the success of Early Childhood Education programs conducted over the past twenty years has indicated that "high-quality early childhood programs have a positive effect on children." (Strother, 1987). This is particularly so for low-income children. Some of the most prominent examples of early intervention programs that have research data showing their success in improving the cognitive development of preschool-age children include:

- Head Start Program
- the Institute for Developmental Studies at New York University
- the Perry Preschool Program, Ypsilanti, MI
- the Prekindergarten Program in New York state
- the Brookline Early Education Program in Massachusetts
- the North Carolina Abecedarian Projects, and
- the Cincinnati ESEA Title 1 Study

Longitudinal evaluations have studied the long-term effects of enrollment in these and other "good" early childhood programs. Many early studies showed short-term cognitive effects as a result of preschool program attendance that tended to fade over time (Karnes, Schwendel, and Williams, 1983; McKey et al., 1985). Despite the fade-out of some initial cognitive gains, longitudinal studies of preschool programs have shown many positive effects in such areas as social-emotional development and classroom learning behaviors, including:

- greater motivation
- task persistence
- attentiveness in class
- ability to work independently and follow directions
- more resistance to distraction
- more cooperation with peers
- greater success in completing assignments, and
- better use of free time

(Berrueta-Clement, Schweinhart, Barnett, Epstein, Weikart, 1984; Collins and Kinney, 1989; Miller and Bizzell, 1984; Schweinhart, Weikart, and Larner, 1985; Strother, 1987)

Long-term outcomes resulting from enrollment in "high quality" early childhood programs have shown the following additional benefits (Collins and Kinney, 1989; Weikart, 1988):

- better grades, including fewer failing grades
- fewer absences
- fewer retentions in grade
- greater self-confidence and self-esteem
- greater curiosity
- better literacy skills
- less need for special education or special services

In addition, as these children have grown up, they have been found to be:

- more employable
- more likely to graduate from high school
- less dependent on public assistance, and
- less likely to engage in criminal acts

It has been noted that for every dollar spent on Head Start programs, $4.75 was saved in later social costs. The general finding is that a variety of different early childhood programs can produce good results, if they are of "high quality."

At this point, research on early childhood programs "cannot distinguish which specific characteristics, if any, are indispensable to program success" (Balasubramaniam and Turnbull, 1988). The specific content of the curriculum and even the frequency and intensity of various treatments are not as important to a program's effectiveness as the quality of its implementation (New York State Early Education Commission, 1986; Berrueta-Clement, et al., 1984). Various studies have found that exemplary preschool programs for disadvantaged children do share some similar characteristics, such as having:

- a curriculum based on developmentally appropriate activities;
- sustained parent involvement; and
- periodic monitoring and evaluation of the program.

These exemplary preschool programs also have teachers that:

- respond quickly to children's needs, and
- treat their students with warmth and respect.

Additional Research on Effective Programming for Disadvantaged Young Children

There are a number of other excellent sources dealing with research in early childhood education. Sources related to Chapter 1 and at-risk students are included in the reference list (Garcia, Jimenez, and Pearson, 1989; Moore and Funkhouser, 1990; Pinnell, 1988). Additional sources related to reading in kindergarten and effective reading strategies for disadvantaged students are also included in the reference list (Allen, 1988; Durkin, 1989; Garcia and Pearson, 1990; Kawakami-Arakaki, Oshiro, and Farran, 1988; Mason, Peterman, and Kerr, 1988).

References

Allen, J. (September 1988). *Literacy development in whole language kindergartens* (Technical Report No. 436). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Balasubramaniam, M., & Turnbull, B. J. (November 1988). *Exemplary preschool programs for at-risk children: A review of recent literature.* Washington, DC: Policy Studies Associates, Inc.

Berrueta-Clement, J.R., Schweinhart, L.J., Barnett, W. S., Epstein, A. S., & Weikart, D. P. (1984). *Changed lives: The effects of the Perry Preschool program on youths through age 19.* (Monographs of the High/Scope Educational Research Foundation, 8). Ypsilanti, MI: High/Scope Press. (ERIC Document Reproduction Service No. ED 313 128).

Collins, R. C., & Kinney, P. F. (November 1989). *Head Start research and evaluation: Background and overview.* Technical Paper Prepared for the Head Start Evaluation Design Project. Washington, DC: Department of Health and Human Services. (ERIC Document Reproduction Service No. ED 312 070).

Durkin, D. (March 1989). *Curriculum reform: Teaching reading in kindergarten* (Technical Report No. 465). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Garcia G. E., Jimenez, R. T. & Pearson, P. D. (August 1989). *Annotated bibliography of research related to the reading of at-risk children* (Technical Report No. 482). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Garcia, G. E., & Pearson, P. D. (January 1990). *Modifying reading instruction to maximize its effectiveness for all students* (Technical Report No. 489). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

References (Cont.)

Karnes, M.B., Schwedel, A. M., & Williams M. B. (1983). A comparison of five ap proaches for educating young children from low-income homes. In *Consortium for Longitudinal* Studies: *As the Twig Is Bent . . . Lasting Effects of Preschool Programs* (pp. 133-169). Hillsdale, NJ: Lawrence Erlbaum Associates.

Kawakami-Arakaki, A. J., Oshiro, M. E., & Farran, D. C. (January 1988). *Research to practice: Integrating reading and writing in a kindergarten curriculum* (Technical Report No. 415).Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Mason, J. M., Peterman, C. L., & Kerr, B. M. (April 1988). *Fostering comprehension by reading books to kindergarten children* (Technical Report No. 426). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

McKey, R. H., Condelli, L., Ganson, H., Barrett, B., McConkey, C., & Plantz, M. (1985). *The impact of Head Start on families and communities.* Final Report of the Head Start Evaluation Synthesis and utilization Project. Washington, DC: Office of Human Development Services.

Miller, L. B., & Bizzell, R. P. (August 1984). Long-term effects of four preschool programs: Ninth- and tenth-grade results. *Child Development,* 55 (4), 570-87.

Moore, M. T., & Funkhouser, J. (January 1990). *More time to learn: Extended time strategies for Chapter 1 students* (Contract No. 300-85-0103). Washington, DC: U.S. Departmentof Education, Office of Planning, Budget, & Evaluation.

Pinnell, G. S. (January 1988). *Success of children at-risk in a program that combines writing and reading* (Technical Report No. 417). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1986). *Consequences of three preschool curriculum models through age 15*. Ypsilanti, MI: High/Scope Educational Research Foundation.

Strother, D. B. (December 1987). Preschool children in the public schools: Good investment? Or Bad? *Phi Delta Kappan,* 69 (4), 304-308.

Take a giant step: *An equal start in education for all New York City four-year-olds.* (1986). Report of the New York Early Childhood Education Commission.

Weikart, D. P. (1988). Quality in early childhood education. In C. Warger, *A resource guide to public school early childhood programs* (pp. 63-72). Alexandria, VA: Association for Supervision and Curriculum Development.

Overview of Major Studies of Early Childhood Program

(From Balasubramaniam and Turnbull (1988) as adapted from Berrueta-Clement et al., 1984, pp. 96-99)

STUDY	YEAR STUDY BEGAN	LOCATION	AGE OF ENTRY	YEARS OF PROGRAM DURATION	PROGRAM FOR CHILDREN	FOLLOW-UP SAMPLE SIZE OF EXPERIMENTAL GROUP	STUDY DESIGN	AGE OF CHILD AT LAST REPORT
Perry Preschool (1984)	1962	Ypsilanti, MI	3 or 4	1 or 2	part-time	123	experimental	19
New York Pre-K (1982)	1975	NY State	4	1	part-time	2058	quasi	9
Harlem Head Start (1983)	1966	NY City	2 or 3	1	part-time	315	experimental	13
BEEP (1983)	1972 - present	Brookline, MA	from birth	5	weekly play group; daily Pre-K/year	132	quasi	5 - 6
Mother-Child-Home (1983)	1965	Long Island, NY	2 or 3	2	bi-weekly home visits	250	quasi	9 - 13
Milwaukee (1983)	1968	Milwaukee, WI	3 to 6 months	6	full-time year round	40	experimental	10
Consortium for Longitudinal Studies (1982)	1960s	FL, IL, KY, NH NJ, NY, PA	3 or 4	1 to 5	varied	2008	varied	9 - 19
Carolina Abecedarian (1984)	1972 - present	NC	3 to 12 months	no data	full-time year round	112	experimental	6
ESEA Title I all day Pre-K (1981)	1970	Cincinnati, OH	no data	2	full-time year round	410	no data	9 - 13
Philadelphia Study (1983)	1963	Philadelphia, PA	4	2	all day K 4 days/week	130	quasi	17 - 19

Trash-to-Treasure Toy Company

Small Group Activity

[Please Note: This activity is written for an adult audience. It could be adapted for use with children.]

Objectives

The purpose of this activity is to help administrators, teachers, aides, or parents realize that:

a) Toys can be created from inexpensive, readily available materials.

b) "Play" activities can involve higher order advanced skills covering a range of domains, including :

  1) social emotional interactions,
  2) linguistic interactions,
  3) cognitive strategies,
  4) gross physical movements, and
  5) fine-motor coordination.

c) Group projects provide opportunities for cooperative learning.

Materials

On Hand:

Have materials available to fasten objects together, ie, scotch or masking tape, staples, glue, rubberbands, or brass tacks. Have tools available to take things apart, i.e., scissors, pinking shears, etc. Have art supplies available to add color, i.e., crayons, marking pens, paint, chalk, etc.

From School or Home:

Obtain clean "trash," such as: egg cartons, empty toilet paper or paper towel rolls, shiny metallic paper or foil off a frozen dinner tray or potato chip bag, scraps of ribbon or yarn or old wrapping paper from a birthday present, bottle caps, empty cartons, plastic containers, colorful junk mail pictures or stickers, used envelopes, rubber bands, etc. Virtually anything that has shape or color and is clean and safe is acceptable. (No one should have to buy anything for this.) However, if you adapt the activity for children, please warn them not to bring in glass containers that might break or tin cans or lids that have sharp edges that might cut.

Procedure

1. Divide the audience into small groups of approximately 4-6 people.

2. Have each group examine their resources by dumping the contents of their "trash" sacks into a pile on their respective tables.

3. Give the Trash-to-Treasures Toy Company rules and explain orally that each group is to work together to create a new "toy" from their assortment of trash. Everybody in each group should have a task.

4. Allow 30-45 minutes for the groups to create their "treasure" toys.

5. Allow an additional 5-10 minutes for the groups to prepare a description of their toys for a one-minute presentation to the large group.

6. Give each group one-minute to explain their toy's special features to the large group. This might be in the form of a "TV commercial."

7. Congratulate the groups on their creations.

[Adapted from: *Introduction to the HIGH/SCOPE Curriculum: A Two-Day Workshop.* (1986). Ypsilanti, MI: HIGH/SCOPE Educational Research Foundation.]

Follow-Up Activities

For Adults

- Use the "Early Childhood Key Experiences Checklist" that is attached to identify the range of developmental components used during this activity.
- Highlight some of the "academic" (cognitive) behaviors involved in the exercise.

For Children

- Ask the children what they learned during the project.
- Gather trash from the school and compare the kinds of objects from each source.
- Discuss recycling.
- Count how many objects were used to make each toy.
- List the items used in each toy.
- Make a chart with the toys on one axis and the items on the other, and put checks in the boxes to show which toys used which items.
- Pick an item and list the different ways it was used by different groups.
- Have children explain why one item was used and not another.
- Have the children draw pictures of their toys.
- Have children dictate or write directions for making their toys.
- Make a class catalog of the toys with pictures and descriptions.
- Read stories about inventions and/or inventors.

Toy Production Rules:

- Work in small groups of 4 - 6 people.
- Each small group produces one toy.
- Include everyone in the group in the task of creating the group's toy.
- Draw a quick picture (or blueprint) of what your group plans to develop.
- Create an interesting toy and then describe it, so that others will want to buy it.
- Give the toy a name.
- Develop a one-minute television commercial to demonstrate the toy and to persuade people to buy it.

Early Childhood Key Experiences Checklist

Key experiences that are fundamental to a young child's learning and development are most likely to occur in situations where the child is actively involved. They include such components as:

- the use of concrete materials
- active manipulation of objects
- freedom of choice
- rich language opportunities, and
- the provision of teacher and/or parent support.

The following checklist for use in developing and/or evaluating learning situations is based on the key experiences in child development identified in the HIGH/SCOPE curriculum [In: *Introduction to the HIGH/SCOPE Curriculum: A Two-Day Workshop*. (1986). Ypsilanti, MI: HIGH/SCOPE Educational Research Foundation.].

SOCIAL & EMOTIONAL DEVELOPMENT

___ Making & expressing choices, plans, & decisions
___ Recognizing & solving problems
___ Expressing & understanding problems
___ Taking care of one's own needs
___ Understanding routines & expectations
___ Being sensitive to other's feelings, interests, needs & background
___ Building relationships w/ other children & adults
___ Creating & experiencing collaborative play
___ Developing strategies for dealing w/ social conflict

PHYSICAL DEVELOPMENT

___ Moving in locomotor ways
___ Moving in non-locomotor ways
___ Moving with objects
___ Following movement directions
___ Describing movement
___ Expressing creativity in movement
___ Feeling & expressing rhythm & beat
___ Moving with others to a common beat

COGNITIVE DEVELOPMENT

Space

___ Fitting things together & taking them apart
___ Rearranging & reshaping objects: twisting, folding, stretching, stacking, & observing the changes
___ Observing things & places from different spatial viewpoints
___ Experiencing & describing relative positions, directions, & distances
___ Experiencing & representing one's own body
___ Learning to locate things in different environments: classroom, school, neighborhood
___ Interpreting representations of spatial relations in drawings & pictures
___ Distinguishing & describing shapes

COGNITIVE DEVELOPMENT (cont.)

Representation

___ Recognizing objects by sound, touch, taste, & smell
___ Imitating actions & sounds
___ Relating pictures, photographs & models to real places & things
___ Role-playing & pretending
___ Making models out of clay, blocks, etc.
___ Drawing & painting

Time

___ Starting & stopping an action on signal
___ Experiencing & describing different rates of movement
___ Experiencing & comparing time intervals
___ Observing change
___ Recalling events, anticipating events, & representing the order of events
___ Using conventional time units & observing that clocks & calendars mark the passage of time

Language

___ Talking w/others about personally meaningful experiences
___ Describing objects, events, & relationships
___ Having fun w/language: rhyming, making up stories, listening to poems & stories
___ Writing in various ways: drawing, scribbling, like forms, invented spellings, conventional forms
___ Having one's own language written down & read back
___ Reading in various ways: recognizing letters, words, & symbols & reading storybooks & print

Classification

___ Investigating & labeling the attributes of things
___ Noticing & describing how things are the same & how they are different
___ Sorting & matching
___ Using & describing something in several different ways
___ Distinguishing between some and all
___ Holding more than one attribute in mind at a time
___ Describing what characteristics something does not possess or to what class it does not belong

Seriation

___ Comparing along a single dimension: longer/shorter, rougher/smoother, etc.
___ Arranging several things in order along the same dimension & describing the relationships: longest, shortest, etc.
___ Fitting one ordered set of objects to another through trial & error

Number

___ Comparing number & amount: more/less, more/fewer, same amount
___ Arranging two sets of objects in one-to-one correspondence
___ Counting objects as well as counting by rote

Literacy Quiz

Using your initial responses, answer the following true/false quiz:

1. ___ Illiterate adults account for 75% of the unemployed and 60% of prison inmates.

2. ___ 40% of fourth grade poor readers reported that they would rather clean their room than read.

3. ___ 5,000 words account for 90% of all the words we read.

4. ___ 94% of the words we read are seen less than 10 times per million words.

5. ___ Skilled readers look at almost every word and at most of the letters of each word.

6. ___ Skilled readers' rapid identification of unfamiliar words is based on their knowledge of familiar spelling patterns.

7. ___Skilled readers usually recode printed words into their spoken images.

8. ___ Skilled readers cannot comprehend a complex sentence if they are prevented from subvocalizing it.

9. ___ Letter naming ability and phonological awareness are the best predictors of success in beginning reading.

10. ___ Teaching children to name the letters does not give them an appreciable advantage in learning to read.

11. ___ Many children have had over 1,000 hours of reading and writing encounters before coming to school.

12. ___ Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.

13. ___ Low-readiness children encouraged to use invented spelling have grown in spelling and word identification more than those encouraged to use conventional spelling.

14. ___ Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.

15. ___ *Phonics first* is not the best approach to beginning reading.

Adapted from: Moore, S.A. & Moore, D.W. (May 1990). Professional resources: Beginning to read. *The Reading Teacher*, 33 (8), 678-679.

PROFESSIONAL RESOURCES

Beginning to read

Sharon Arthur Moore, Arizona State University - West
David W. Moore, Arizona State University - West

Beginning to Read: Thinking and Learning about Print. Marilyn Jager Adams. 1990. MIT Press (55 Hayward Street, Cambridge, MA, 02142, USA). Hardcover. 480 pp. US$29.95.

Reviewed by Patricia M. Cunningham, Wake Forest University, Winston-Salem, North Carolina.

Beginning to Read explores the research on this topic in remarkable fashion. In this book Marilyn Jager Adams separates the truths from the myths. I invite you to begin thinking about this topic by completing the following true/false quiz:

___ 1. Illiterate adults account for 75% of the unemployed and 60% of prison inmates.

___ 2. Forty percent of fourth-grade poor readers reported that they would rather clean their room than read.

___ 3. Five thousand words account for 90% of all the words we read.

___ 4. Ninety-four percent of the words we read are seen less than ten times per million words.

___ 5. Skilled readers look at almost every word and at most of the letters of each word.

___ 6. Skilled readers' rapid identification of unfamiliar words is based on their knowledge of familiar spelling patterns.

___ 7. Skilled readers usually recode printed words into their spoken images.

___ 8. Skilled readers cannot comprehend a complex sentence if they are prevented from subvocalizing it.

___ 9. Letter naming ability and phonological awareness are the best predictors of success in beginning reading.

___ 10. Teaching children to name the letters does not give them an appreciable advantage in learning to read.

___ 11. Many children have had over 1000 hours of reading/writing encounters before coming to school.

___ 12. Most children who enter school with a high level of phonemic awareness and letter knowledge have already begun to read before entering school.

___ 13. Low-readiness children encouraged to use invented spelling have grown in spelling and word identification more than those encouraged to use conventional spelling.

___ 14. Success in decoding unfamiliar words can be attributed to the reader's recognition of familiar spelling patterns rather than to the application of phonics rules.

___ 15. "Phonics first" is not the best approach to beginning reading.

Sadly, according to Adams's book statements 1 and 2 are both true. They are major reasons why we must continue to seek answers to the complex question of how best to teach reading.

Statements 3 and 4 are both true. This seeming contradiction can be explained by the fact that the most frequent words occur over and over and thus make up the overwhelming majority of the words we see. But when we consider the number of different words we encounter, we see that relatively infrequent words (such as *contradiction*, *explained*, *fact* and *occur*) make up the vast majority of the different words we read. This is important because it explains why good readers must be able to figure out the pronunciation of words never before encountered in print. The inability of poor readers who rely on a "sight word" strategy to progress in reading is also explained.

Statements 5 and 6 are both true. Eye movement research shows that good readers look at almost every word and almost every letter of each word. This is counterintuitive because we process familiar words so quickly. The rapid processing of the letters in words in explained by our brain's incredible facility with spelling patterns. You will have to read Adams's book carefully (and probably reread some parts) to fully understand how this works. She explains that letters that are commonly seen next to other letters raise your brain's expectation of seeing them together again and allow you to recognize letters of common spelling patterns faster than you could recognize them if you saw them in isolation.

Statements 7 and 8 are true. Although it is possible to read words without subvocalizing them, muscle movement research shows that skilled readers usually subvocalize the words. Furthermore, when reading complex text, we cannot comprehend without subvocalizing. Psychological research explains that we must get enough pieces of information in our short term memory to make meaning which we then shift to long term memory. Subvocalizing the words allows us to use our "articulatory loop" to extend our memory through verbal rehearsal. Saying the words or thinking the pronunciation of the words to ourselves keeps the pieces in our short term memory longer than just visually processing them. This explains why many of us read aloud when the text gets tough or when we are distracted by happenings around us. The fact that

BEST COPY AVAILABLE

subvocalizing is a normal part of silent reading and an essential part when the going gets tough means that readers must be able to not just recognize but also assign a pronunciation to important unfamiliar words.

Taken together, the truth is that during reading we see many different words relatively infrequently, that we look at all the letters of words and process these letters in groups of familiar spelling patterns, and that we say most words to ourselves. These truths lend support to the notion that good readers have the ability to decode or figure out unfamiliar words. But, how do good readers develop this ability and, more importantly, how can we teach this ability to those who don't have it?

The fact that statements 9, 10, 11, and 12 are all true begins to give us some idea about how good readers became good readers and what we must do for all children. Children who come to school and succeed do indeed know their letter names and have achieved a high level of phonological awareness: they have the ability to rhyme and to segment speech into words and words into syllables. These children also have had hundreds and often thousands of hours of informal literacy experiences, and most of them can read. Their fledgling reading ability does not show up on a standardized test and they cannot read a list of high frequency words; however, they often can read some high interest words such as their own name, the names of their siblings, pets and friends, familiar words from favorite books and favorite writing expressions such as *I love you!* and *Keep out!*

Letter naming and phonological ability are critical foundations for learning to read, and they generally are achieved through real reading and writing experiences. When we divorce these skills from reading and writing, rapid progress is not made. At the same time, children who are taught phonics and who encounter words in their reading to which they can apply the phonics they know, tend to make the most rapid growth in beginning reading.

The fact that statement 13 is true should reassure first-grade teachers that allowing children to use invented spellings will not teach them to spell the words wrong. In fact, young children who are allowed to invent spell have a reason to pay attention to the sounds in words and thus apply the phonics they are learning not only to their reading but also to their writing. It should be noted here that the research shows that children who invent spell move through stages toward more conventional spelling. In most of this research, however, the children were being encouraged to invent spell while simultaneously being given spelling instruction. The recommendation is not to replace spelling instruction with invented spellings but to allow the two to nourish each other.

Statement 14 is also true. Phonics instruction often consists of a lot of jargon and rules. Children are taught that a single vowel usually has its "short" sound and that the *e* on the end makes the vowel "long." While these rules explain the system, they do not explain the rapid speed with which good readers identify unfamiliar words. Research suggests that children identify words by recognizing familiar spelling patterns and by trying out the pronunciation usually associated with these patterns. The word *men* contains the familiar phonogram *en* also found in *ten* and *Ben*. The word *mention* may be seen as *men* with the familiar pattern *tion* pronounced as it is in *question* and *vacation*. In order to learn to decode words, children need to have their attention directed to all the letters and the spelling patterns found in new words. Adams suggests that the real value of having children sound out words may lie in that fact that it forces them to attend to all the letters in the word in a left-to-right sequence. Writing or chanting the letters of a new word can also help children focus their attention on the letter patterns.

Finally, statement 15 is true. Adams concludes that while most children need and profit from phonics instruction, this should not be interpreted to mean that they should get phonics first. In fact, she argues that all parts of the system work together and that the only reason to know anything about our alphabetic system is to enable reading and writing.

Beginning to Read reviews and synthesizes decades of research on beginning reading, but it is not done in the flat, pedantic style of most research reviews. Adams writes in a lively, personal style and makes the research accessible by including many examples and analogies. She concludes her book by arguing for a rare commodity in American education – a balanced approach. I recommend that all professionals involved in teaching or making decisions about reading read *all* of this book and then consider how best to achieve the balanced diet it calls for.

Beginning to Read: Thinking and Learning about Print—A Summary. Steve Stahl, Jean Osborn, and Fran Lehr. 1990. Center for the Study of Reading, University of Illinois at Urbana-Champaign (PO Box 2276, Station A, Champaign, IL 61825-2276, USA). Softcover. 148 pp. US$5.00 for single copies up to 50. US$200.00 per box for boxes of 50.

A final comment about ***Beginning to Read*** relates to a summary of it prepared at the Center for the Study of Reading. The summary contains the main points of the original, but, due to space limitations, leaves out most of the examples, analogies, and personal insights that make the unabridged report informative and engaging. Busy educators will appreciate the succinctness of the summary, but the full report gives a much better understanding of and appreciation for the complexity of the topic.

Professional Resources is a review column for scholarly publications and other materials on literacy education that are appropriate for professional development. Materials reviewed in Professional Resources are in no way advocated or endorsed by *RT* or the International Reading Association. Opinions expressed are those of the columnists or guest reviewers. Send materials to be considered for review to **Sharon Arthur Moore, Education & Human Services, P.O. Box 37100, Arizona State University-West, Phoenix, AZ 86069, USA.**

All I Really Need to Know

"All I really need to know about how to live and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

Share everything.
Play fair.
Don't hit people.
Put things back where you found them.
Clean up your own mess.
Don't take things that aren't yours.
Say you're sorry when you hurt somebody.
Wash your hands before you eat.
Flush.
Warm cookies and cold milk are good for you.
Live a balanced life -- learn some and think some
    and draw and paint and sing and dance and play and
    work every day some.
Take a nap every afternoon.
When you go out into the world, watch out for traffic, hold hands,
    and stick together.
Be aware of wonder.
    Remember the little seed in the styrofoam cup: The roots go down and the
    plant goes up and nobody really knows how or why, but we are all like that.
Goldfish and hamsters and white mice and even the little seed in the styrofoam cup
    -- they all die. So do we.
And then remember the Dick-and-Jane books and the first word you learned -- the
    biggest word of all

-- LOOK."

From: *Fulghum, R. (1989).*
All I really need to know I learned in kindergarten.
New York: Villard Books.

Experience is a Powerful Teacher

"You cannot forget that experience is the best way to find out about something. A fellow who takes hold of a bull by the tail is getting sixty to seventy times as much information as a fellow who hasn't. Anybody who starts in to carry a cat home by the tail is getting knowledge that's always going to be useful. It's never likely to grow dim or doubtful.

Chances are he won't carry the cat that way again. But if he wants to carry the cat that way, I say let him. It isn't always easy to be eccentric, you know."

Experience is a powerful teacher, but it isn't always easy. There's no guarantee that the learner will get the message intended. Let the learner make the decision and abide by the consequences.

From: Lieberson, G., Producer. Mark Twain Tonight. Columbia Records.

Children Learn What They Live

If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with shame,
They learn to feel guilty.

If children live with tolerance,
They learn to be patient.

If children live with encouragment,
They learn confidence.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

--- *adapted from Dorothy Law Nolte*

Early Childhood Education

Section 5: Bibliography

Chapter 1
Curriculum &
Instruction
Resource Center

Outline of the Bibliography for Early Childhood Education

The bibliography is quite extensive in order to provide references to support alternative and extended workshops. The citations have been arranged alphabetically under the major topics and subtopics listed below. Some entries have been listed under more than one topic.

1. **Government Hearings, Reports, Rules, Regulations, & Policy Manuals** (p.1)

2. **Handbooks, Position Statements, & Guidelines from Professional Associations, Organizations, & Government Agencies** (p. 2)

3. **Special Issues of Professional Journals** (p. 4)

4. **Child Development** (p. 4)

5. **Early Childhood Programs** (p. 6)

    5.1 Guides to Exemplary Programs (p. 6)
    5.2 Rural Programming (p. 7)
    5.3 Programming for At-Risk Children (p. 8)
    5.4 Chapter 1 Basic and Migrant Programming (p. 11)
    5.5 Programming for Handicapped Children (p. 12)
    5.6 Head Start and Follow Through Programs (p. 13)
    5.7 Even Start / Intergenerational and Family Programs (p. 15)
    5.8 Montessori Programs (p. 17)
    5.9 High/Scope Programs (p. 17)

6. **Organization, Research, Program Evaluation, Issues, & Trends** (p. 18)

7. **Curriculum & Instruction** (p. 24)

    7.1 Curriculum Guides and General Topics (p. 24)
    7.2 Integrated Curriculum for Early Childhood (p. 26)
    7.3 Role of Play in Early Childhood (p. 27)
    7.4 Cooperative Learning in Early Childhood (p. 28)

7. Curriculum & Instruction (cont.)

7.5 Art and Music in Early Childhood (p. 29)

7.6 Mathematics and Science in Early Childhood (p. 29)

7.7 Multicultural Education in Early Childhood (p. 31)

7.8 Reading and Writing in Early Childhood-- Emergent Literacy (p. 32)

7.9 Social Studies in Early Childhood (p. 37)

8. **Student Assessment and Evaluation** (p. 38)

9. **Selected Books & Monographs** (p. 40)

Bibliography on Early Childhood Education

1. Government Hearings, Reports, Rules, Regulations, & Policy Manuals

Act for Better Child Care Services of 1989. (1989). Hearing on S. 5, to Provide for a Federal Program for the Improvement of Child Care, and for Other Purposes, Before the Subcommittee on Children, Family, Drugs and Alcoholism. United States Senate, 101st Congress, First Session. Washington, DC: U.S. Congress, Senate Committee on Labor and Human Resources. (ERIC Document Reproduction Service No. ED 315 143)

Chapter 1 Policy Manual: Basic Programs Operated by Local Educational Agencies. (April 1990). Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Compensatory Education Programs.

Child Care: Selected Bibliography. (1989). Fact Sheet for the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives. Washington, DC: General Accounting Office. (ERIC Document Reproduction Service No. ED 310 872)

Children, Youth, and Families Issues. (1988). 1988 State Legislative Summary. Denver, CO: National Conference of State Legislatures. (ERIC Document Reproduction Service No. ED 306 467)

Conklin, N. F., & Others. *Early Childhood Programs and Policy in the Northwest and Hawaii: A Regional Depiction Study.* Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 304 222)

Early Childhood Education and Development Act of 1989. (1989). Report together with Dissenting, Additional, and Individual Views (H.R. 3). House of Representatives, 101st Congress, 1st Session. Washington, DC: U.S. Congress. (ERIC Document Reproduction Service No. ED 312 070)

Hearings on Child Care. Hearings before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (February 9, March 6, and April 5, 1989). Washington, DC: Congress of the U.S. (ERIC Document Reproduction Service No. ED 314 149)

Honig, B. (1989). *Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report: Program Advisory.* Sacramento, CA: California State Department of Education. (ERIC Document Reproduction Service No. ED 313 137)

Human Services Reauthorization Act of 1990 (Report 101-480). (May 1990). Report together with supplemental and additional views to accompany H.R. 4151 [Reauthorization of Head Start, Follow Through, etc.]. Washington, DC: U. S. House of Representatives, 101st Congress, 2nd Session. [Provides overview of Head Start & Follow Through Programs; also addresses question of duplication of services with Chapter 1.]

Migrant Education Program Policy Manual (draft May 1990). Washington, DC: U.S. Department of Education, Office of Migrant Education, Migrant Education Programs.

Neuweiler, H. B. (1988). *Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.* Washington, DC: American Association of Colleges for Teacher Education. (ERIC Document Reproduction Service No. ED 296 997)

The Federal Register, (March 23, 1989), 54 (55), 12138-12144. [Even Start Program]

The Federal Register, (May 19, 1989), 54 (96), 21756-21775. [Chapter 1]

S.123: A Bill to Provide Financial Assistance to States and Localities for High Quality Early Childhood Development Programs for Prekindergarten Children, and for Other Purposes. (1989). Washington, DC: U.S. Congress, Senate Committee on Labor and Human Resources. (ERIC Document Reproduction Service No. ED 315 189)

Willer, B. A. (January 1990). The Public Policy Report: Federal Comprehensive Child Care Legislation: Much Success in 1989 but More Work Ahead in 1990. *Young Children,* 45 (2), 25-27.

2. Handbooks, Position Statements & Guidelines from Professional Associations, Organizations, & Government Agencies

A Guide for State Action: Early Childhood & Family Education. (1988). Washington, DC: Council of Chief State School Officers. Available from The Council of Chief State School Officers, 400 North Capitol Street, N.W. Suite 379, Washington, DC 20001 for $4.00. (ERIC Document Reproduction Service No. ED 305 154)

Bredekamp, S. (Ed.). (1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age Eight,* (Expanded Edition). Washington, DC: National Association for the Education of Young Children.

Chapter 1 Pre-Kindergarten Program Guidelines. (1987). Raleigh, NC: North Carolina State Dept. of Public Instruction. (ERIC Document Reproduction Service No. ED 290 578) [NOTE: published before 1988 Chapter 1 reauthorization.]

Children 1990: A Report Card, Briefing Book, and Action Primer. (1990). Washington, DC: Children's Defense Fund (122 C Street, N.W., Washington, D.C. 20007). (ERIC Document Reproduction Service No. ED 315 188)

Early Childhood Education and the Elementary School Principal. (1990). Alexandria, VA: National Association of Elementary School Principals.

Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages Three through Eight. (in press). Washington, DC: National Association for the Education of Young Children. [A position statement from NAEYC and the National Association of Early Childhood Specialists in State Departments of Education.]

Holloway, M. A. (1988). *Building an Early Childhood Parent-Teacher Resource Center.* Raleigh, NC: Wake County Public School System. (ERIC Document Reproduction Service No. ED 313 118)

Indicators of Quality: Guiding the Development and Improvement of Early Childhood Education Programs in Nebraska. (1989). Lincoln, NE: Nebraska State Department of Education. (ERIC Document Reproduction Service No. ED 313 164)

Jones, S. D., & Stegelin, D. A. (1988). *Ohio Preschool Special Education Interagency Collaboration Grant: Final Report: Year One*. Cincinnati, OH: University of Cincinnati, Ohio Department of Early Childhood/Special Education. (ERIC Document Reproduction Service No. ED 311 685)

Kendrick, A. S. (Ed.). (1988). *Healthy Young Children: A Manual for Programs*. Washington, DC: National Association for the Education of Young Children. (ERIC Document Reproduction Service No. ED 303 264)

Miller, B. (1989). *The Multigrade Handbook: A Resource Handbook for Small, Rural Schools*. Portland, OR: Northwest Regional Educational Laboratory.

Mulrooney, M. (January 1990). National Academy: Reaccreditation: A Snapshot of Growth and Change in High-Quality Early Childhood Programs. *Young Children,* 45 (2), 58-61.

NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades, Serving 5- Through 8-Year-Olds. (January 1988). *Young Children,* 43 (2), 64-84.

NAEYC Position Statement on Standardized Testing of Young Children 3 Through 8 Years of Age. (March 1988). *Young Children,* 43 (3), 42-47.

National Association of Early Childhood Specialists in State Departments of Education. (November 11, 1987). *Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement*. Statement adopted at Annual Meeting in Chicago, Illinois. (ERIC Document Reproduction Service No. ED 297 856)

National Association of State Boards of Education. (1988). *Right From the Start: The Report of the Task Force on Early Childhood Education*. Alexandria, VA: NASBE.

National Council for the Social Studies Task Force on Early Childhood/Elementary Social Studies. (1988). *Position Paper: Social Studies for Early Childhood/Elementary School Children: Preparing for the 21st Century*. Washington, DC: National Council for the Social Studies.

National Goals for Education. (July 1990). Washington, DC: U. S. Department of Education.

National Institute of Education. (1984). *Becoming a Nation of Readers*. Washington, DC: U. S. Office of Education.

Peck, J., McCaig, G., & Sapp, M. E. (1989). *Kindergarten Policies: What is Best for Children?* Washington, DC: National Association for the Education of Young Children.

Robinson, B. J. (1988). *Developing Materials and Support for Early Childhood Educators to Increase Abilities to Become Effective Advocates*. Describes practicum and handbook developed at Nova University in Florida. (ERIC Document Reproduction Service No. ED 299 057)

Reynolds, V., & Brekken, L. (Eds.). (1988). *Preschool Special Education Program Handbook, a Resource to the Field: A.B. 2666--A Law for All Preschoolers with Exceptional Needs and Their Families*. Sacramento, CA: California State Department of Education, Division of Special Education. (ERIC Document Reproduction Service No. ED 300 981)

The Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds. (1987). Lansing, MI: Michigan State Board of Education. Available from North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126. (ERIC Document Reproduction Service No. ED 315 160)

3. Special Issues of Professional Journals

Changing Theoretical Views and Treatment Approaches. (Fall 1989). Themed issue. *Topics in Early Childhood Special Education,* 9 (3).

Children and Their Development: Knowledge Base, Research Agenda, and Social Policy Application. (February 1989). Themed issue. *American Psychologist,* 44 (2), 274-82.

Children in Jeopardy for Abuse and Neglect. (Summer 1989). Themed issue. *Topics in Early Childhood Special Education,* 9 (2).

Early Childhood Programs in Public Schools. (November 1988). Themed issue. *Elementary School Journal,* 89 (2).

Fennell, F. (Ed.). (February 1988). Focus Issue Early Childhood Mathematics. *Arithmetic Teacher,* 35 (6).

Froese, V. (Ed.). (April 1989). A Special Issue on Empowerment Through Literacy. *The Reading Teacher,* 42 (8).

Intergenerational Programs: Imperatives, Strategies, Impacts, Trends. (1989). Themed issue. *Journal of Children in Contemporary Society,* 20 (3-4).

Kagan, S. L. (Ed.). (October 1989). Early Care and Education: Reflecting on Options and Opportunities [Special Issue]. *Phi Delta Kappan,* 71 (2).

4. Child Development

Ames L. B., Gillespie, C., Haines, J., & Ilg, F. L. (1979). *The Gesell Institute's Child From One to Six: Evaluating the Behavior of the Preschool Child.* New York: Harper & Row, Publishers.

Ames, L. B., & Haber, C. C. (1985). *Your Seven-Year-Old: Life in a Minor Key.* New York: Delacorte Press and The Gesell Institute of Child Development.

Ames, L. B., & Ilg, F. L. (1979). *Your Six-Year-Old: Loving and Defiant.* New York: Delacorte Press and The Gesell Institute of Child Development.

Bowman, B. T. (October 1989). Educating Language-Minority Children: Challenges and Opportunities. *Phi Delta Kappa,* 71 (2), 118-20. [Argues that developmentally appropriate curricula cannot be standardized in a multicultural community. Explains how to use child development principles effectively.]

Burchinal, M., & Others. (February 1989). Type of Day-Care and Preschool Intellectual Development in Disadvantaged Children. *Child Development,* 60 (1), 128-137.

Caplan, F., & Caplan, T. (1983). *The Early Childhood Years: The 2 to 6 Year Old.* New York: Perigee Books and The Princeton Center for Infancy and Early Childhood.

Children and Their Development: Knowledge Base, Research Agenda, and Social Policy Application. (February 1989). Themed issue. *American Psychologist,* 44 (2), 274-82.

Connell, D. R. (February 1990). Lessons Primary Education Can Learn From Preschool. *Executive Educator,* 12 (2), 14-15.

Crites, M. S. (1989). Child Development and Intergenerational Programming. *Journal of Children in Contemporary Society,* 20 (3-4), 33-43.

Elkind, D. (1980). *Children and Adolescents: Interpretive Essays on Jean Piaget* (2nd ed.). New York: Oxford University Press.

Elkind, D. (1989). *Miseducation: Preschoolers At Risk.* New York: Alfred A. Knopf.

Elkind, D. (October 1989). Developmentally Appropriate Practice: Philosophical and Practical Implications. *Phi Delta Kappan,* 71 (2), 113-117.

Erikson, E. H. (1950). *Childhood and Society.* New York: Norton.

Fraiberg, S. H. (1981). *The Magic Years.* New York: Charles Scribner's Sons.

From Crib to Kindergarten: A Guide to Your Child's Development. (1976). Indianapolis, IN: Indiana Department of Education, Division of Special Education.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books.

Harbin, G. L. (1989). *Status of the States' Progress Toward Developing a Definition for Developmentally Delayed as Required by P. L. 99-457, Part H.* Chapel Hill, NC: North Carolina University, Carolina Institute for Child and Family Policy. (ERIC Document Reproduction Service No. ED 312 865)

Hartley, R. E. (November 1971). Play, the Essential Ingredient. *Childhood Education,* 80-84.

Hoffman, L. R. (1983). *Developmental Childrearing: For Parents of Children Ages Five to Ten.* Minneapolis, MN: Educational Media Corporation.

Hornak, R. T., & Carothers, L. H. (1989). *First Years Together: A Curriculum for Use in Interventions with High Risk Infants and Their Families.* Raleigh, NC: Project Enlightenment, Wake County Public School System. (ERIC Document Reproduction Service No. ED 312 874)

Lee, M. W. (June 1989). Making Child Development Relevant for all Children: Implications for Teacher Education, *Early Child Development and Care,* 47, 63-73.

Loeffler, M. H. (1974). *Development of the Child.* Unpublished manuscript, Oklahoma City University.

McAteer, M., Pardieck, J., & Walters, J. L. (March 1988-June 1989). *Pediatricians' Guides to Child Development.* (Available from Mary McAteer,M.D., Jane Pardieck, M.D., and James L. Walters, M.D., Indianapolis, IN 46256). [A series of pamphlets covering child development from birth to five years.]

Meisels, S. J., & Steele, D. M. (in press). *Early Childhood Developmental Checklist.* (Available from the authors at the Center for Human Growth and Development, University of Michigan, (313) 747-1084)

Nielsen, W. L. (June 1989). The Longitudinal Effects of Project Head Start on Students' Overall Academic Success: A Review of the Literature. *International Journal of Early Childhood,* 21 (1), 35-42. [Reports strong immediate effects on cognitive and socioemotional development for young children in Head Start.]

Patterson, J. (1991). *Patterson Criterion Model for a Nursery-Kindergarten Curriculum.* Cambridge, MA: Yale University.

Silber, S. (Winter, 1989). Family Influences on Early Development. *Topics in Early Childhood Special Education,* 8 (4), 1-23. [Reviews the literature on family influences on early childhood development.]

Smilansky, S., & Shefatya, L. (1990). *Facilitating Play: A Medium for Promoting Cognitive, Socioemotional and Academic Development in Young Children.* Gaithersburg, MD: Psychosocial and Educational Publications.

Vygotsky, L. S. (1962). *Thought and Language* (E. Hanfmann & G. Vakar, Trans.). Cambridge, MA: The MIT Press.

White, B. L. (1991). *The First Three Years of Life.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Williams, C. K., & Kamii, C. (November 1986). How Do Children Learn by Handling Objects? *Young Children,* 42 (1), 23-46.

5. Early Childhood Programs

5.1 Guides to Exemplary Programs

Cotton, K. J., Griswold, M. M., Estes, G. D., & Others. (1988). *Effective Compensatory Education Sourcebook, Volume IV: Project Profiles.* Washington, DC: U. S. Government Printing Office.

Mulrooney, M. (January 1990). National Academy: Reaccreditation: A Snapshot of Growth and Change in High-Quality Early Childhood Programs. *Young Children,* 45 (2), 58-61.

National Diffusion Network. (1990). *Education Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices (16th ed.).* Longmont, CO: Sopris West Incorporated in cooperation with The National Dissemination Study Group.

Research Identifies Effective Programs for Students At Risk of School Failure. (1987). Baltimore, MD: Center for Research on Elementary and Middle Schools. (ERIC Document Reproduction Service No. ED 313 466)

Rudes, B. A., Willette, J. L., Bell, D. S., & Shapiro, L. (February 1990). *Handbook of Effective Migrant Education Practices, Volume II: Case Studies* (U.S. Department of Education, Office of Planning, Budget & Evaluation Contract No. 300-87-0133). Arlington, VA: Development Associates, Inc.

Warger, C. (Ed.). (1988). *A Resource Guide to Public School Early Childhood Programs.* Alexandria, VA: Association for Supervision and Curriculum Development.

5.2 Rural Programming

Ambrose, R. P. (April 21-24, 1988). *All-Day Kindergarten: One Model That Works.* Paper presented at the Annual Conference of the Association for Childhood Education International, Salt Lake City, UT. (ERIC Document Reproduction Service No. ED 295 728)

Finn, D. M., & Tazioli, P. (1989). Cleaning Out the Wheelbarrow: Planning Appropriate Assessments for Transition. In *Education and the changing rural community: Anticipating the 21st century.* Proceedings of the 1989 ACRES/NRSSC Symposium. (ERIC Document Reproduction Service No. ED 315 214)

Foss, C., & Haasch, P. (1988). Preparation of Personnel for Minority Handicapped Children in Rural Settings. In *Alternative Futures for Rural Special Education.* Proceedings of the Annual American Council on Rural Special Education National Conference. (ERIC Document Reproduction Service No. ED 299 733) [Native American Program]

Greene, L. H. (1988). *Improving Administrative Services and Developing Positive Attitudes and Communication Through Interdepartmental Training.* Unpublished master's practicum report, Nova University. (ERIC Document Reproduction Service No. ED 307 048) [Native American Program]

Interim Report of the Department for Children on the Rural Child-Care Project to the Governor and the General Assembly of Virginia (Senate Document No. 15). (April 27-30, 1989). Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.

Miller, B. (1989). *The Multigrade Handbook: A Resource Handbook for Small, Rural Schools.* Portland, OR: Northwest Regional Educational Laboratory.

Parsons, A. S., & McIntosh, D. K. (Winter 1988). Serving Three- Through Five-Year-Old Children in Early Childhood Special Education Programs in Rural Areas: The Impact of P.L. 99-457. *Journal of Rural and Small Schools,* 2 (2), 12-16.

Response to PL 99-457, Titles I and II: Issues Concerning Families Residing in Rural and Remote Areas of the United States. (Spring 1988). *Rural Special Education Quarterly,* 9 (1), 24-28.

Rule, S. & others. (1988). An Economic Analysis of Inservice Teacher Training. *American Journal of Distance Education,* 2 (2), 12-22.

Stegelin, D. A. (January 1990). Kentucky's Statewide Parent Survey on Child Care Needs and Resources: Implications for Policy and Research. *Dimensions,* 18 (2), 9-12.

Swick, K. (Fall 1988). Rural Teachers Integrate Technology Into Early Childhood Education. *Rural Educator,* 10 (1), 19-23.

5.3 Programming for At-Risk Children

Bowman, B. T. (October 1989). Educating Language-Minority Children: Challenges and Opportunities. *Phi Delta Kappan,* 71 (2), 118-120.

Burchinal, M., & Others. (February 1989). Type of Day-Care and Preschool Intellectual Development in Disadvantaged Children. *Child Development,* 60 (1), 128-137.

Cahan, E. D. (1989). *Past Caring: A History of U.S. Preschool Care and Education for the Poor, 1820-1965.* New York: National Center for Children in Poverty. (ERIC Document Reproduction Service No. ED 314 155)

Carnine, D., Carnine, L. Karpt, T., & Weisberg, P. (1988). Kindergarten for Economically Disadvantaged Children: The Direct Instruction Component. In C. Warger (Ed.), *A Resource Guide to Public School Early Childhood Programs* (pp. 73-98). Alexandria, VA: Association for Supervision and Curriculum Development.

Charlesworth, R. (March 1989). "Behind" Before they Start? Deciding How to Deal With the Risk of Kindergarten "Failure." *Young Children,* 44 (3), 5-13.

Children in Jeopardy for Abuse and Neglect. (Summer 1989). Themed issue. *Topics in Early Childhood Special Education,* 9 (2).

Crack Babies in Preschool Suggest Problems Ahead For Schools. (Fall 1990). *Counterpoint* [published by the National Association of State Directors of Special Education], 11 (1), 7.

Dimidjian, V. J. (1989). *Early Childhood At Risk: Actions and Advocacy for Young Children.* Washington, DC: National Education Association.

Edelman, M. W. (Summer 1989). Children and Child Care. *Journal of Negro Education,* 58 (3), 288-96.

Foss, C., & Haasch, P. (1988). Preparation of Personnel for Minority Handicapped Children in Rural Settings. In *Alternative Futures for Rural Special Education.* Proceedings of the Annual American Council on Rural Special Education National Conference. (ERIC Document Reproduction Service No. ED 299 733) [Native American Program]

Gage, N. L. (December 1990). Dealing With The Dropout Problem. *Phi Delta Kappan,* 72 (4), 280-85.

Gough, P. B. (December 1990). Moving Beyond Rhetoric. *Phi Delta Kappan,* 72 (4), 259.

Garcia, E. E. (1986). Bilingual Development and the Education of Bilingual Children During Early Childhood. *American Journal of Education,* 95 (1), 96-121.

Garcia, G. E., Jimenez, R. T., & Pearson, P. D. (August 1989). *Annotated Bibliography of Research Related to the Reading of At-Risk Children* (Technical Report No. 482). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Gersten, R., & Keating, T. (March 1987). Long-Term Benefits From Direct Instruction. *Educational Leadership,* 44 (6), 28-31.

Gredeler, G. R. (1984). Transition Classes: A Viable Alternative for the At Risk Child? *Psychology in the Schools,* 21, 463-470.

Greene, L. H. (1988). *Improving Administrative Services and Developing Positive Attitudes and Communication Through Interdepartmental Training.* Unpublished master's practicum paper, Nova University. (ERIC Document Reproduction Service No. ED 307 048) [Native American Program]

Harbin, G. L. (1989). *Status of the States' Progress Toward Developing a Definition for Developmentally Delayed as Required by P. L. 99-457, Part H.* Chapel Hill, NC: North Carolina University, Carolina Institute for Child and Family Policy. (ERIC Document Reproduction Service No. ED 312 865)

Hornak, R. T., & Carothers, L. H. (1989). *First Years Together: A Curriculum for Use in Interventions with High Risk Infants and Their Families.* Raleigh, NC: Project Enlightenment, Wake County Public School System. (ERIC Document Reproduction Service No. ED 312 874)

Howze, J. K. (1988). *Development of a Substance Abuse Prevention Program for At-Risk Two- To Five-Year-Olds.* Unpublished master's practicum paper, Nova University. (ERIC Document Reproduction Service No. ED 301 343)

Howze, K., & Howze, W. M. (April 13-16, 1989). *An Unique Program for Preschool Children of Substance Abusers.* Paper presented at the Annual Meeting of the Southern Association on Children Under Six, Richmond, VA. (ERIC Document Reproduction Service No. ED 306 015)

Howze, J. K., & Howze, W. M. (November 2-5, 1989). *Children of Cocaine: Treatment and Child Care.* Factsheet presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA. (ERIC Document Reproduction Service No. ED 314 165)

Human Services Reauthorization Act of 1990 (Report 101-480). (May 1990). Report together with supplemental and additional views to accompany H.R. 4151 [Reauthorization of Head Start, Follow Through, etc.]. Washington, DC: U. S. House of Representatives, 101st Congress, 2nd Session. [Provides overview of Head Start & Follow Through Programs; also addresses question of duplication of services with Chapter 1.]

Kantrowitz, B., Wingert, P., De La Pena, N., Gordon, J., & Padgett, T. (February 12, 1990). The Crack Children. *Newsweek,* 115 (7), 62-3.

Karnes, M. B., Shwedel, A. M., & Williams, M. B. (1983). A Comparison of Five Approaches for Educating Young Children From Low-Income Homes. In *Consortium for Longitudinal Studies: As the Twig Is Bent . . . Lasting Effects of Preschool Programs* (pp. 133-169). Hillsdale, NJ: Lawrence Erlbaum Associates.

Karweit, N. *Effective Kindergarten Programs and Practices for Students At Risk*. Report No. 21. Baltimore, MD: Center for Research on Elementary and Middle Schools. (ERIC Document Reproduction Service No. ED 291 835)

Kennedy, E. M. (September 1988). Let's Make a "Smart Start" on our Future! *Updating School Board Policies,* 19 (8), 1-4. (Available from National School Boards Association, 1680 Duke St., Alexandria, VA 22314.)

Lawler, S. D., & Boals, B. M. (November 11-14, 1989). *Changes in Early Childhood: Public School Programs for 4-Year-Olds*. Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration, Columbia, SC. (ERIC Document Reproduction Service No. ED 312 787)

Lee, M. W. (June 1989). Making Child Development Relevant for all Children: Implications for Teacher Education, *Early Child Development and Care,* 47, 63-73.

Levin, H. M. (1988). *Accelerated Schools for At-Risk Students* (CPRE Research Report Series RR-010). Center for Policy Research in Education. (ERIC Document Reproduction Service No. ED 300 143)

Mason, J. M., Kerr, B. M., Sinha, S., & McCormick, C. E. (In Press). Shared Book Reading in an Early Start Program for At-Risk Children. In *The 1989-90 Yearbook of the National Reading Conference.* (Available from Jana M. Mason, Center for the Study of Reading, 174 Children's Research Center, 51 Gerty Drive, Champaign, IL 61820)

Miller, L. B., & Bizzell, R. P. (1983). Long-Term Effects of Four Preschool Programs: Sixth, Seventh, and Eighth Grades. *Child Development,* 54 (3), 727-741.

Miller, L. B., & Bizzell, R. P. (August 1984). Long-Term Effects of Four Preschool Programs: Ninth- and Tenth-Grade Results. *Child Development,* 55 (4), 570-87.

Oyemade, U. J., & Washington, V. (July 1989). Drug Abuse Prevention Begins in Early Childhood (and Is Much More Than a Matter of Instructing Young Children About Drugs!). *Young Children,* 44 (5), 6-12.

Pancrazio, S. B. (1989). *Prekindergarten Programs for Children At Risk of Academic Failure.* Illinois School Improvement Update Series Progress Report. Springfield, IL: Illinois State Board of Education. (ERIC Document Reproduction Service No. ED 314 174)

Peck, P. (January 1989). In Search of Solutions. *Instructor,* 98 (5), 28-30.

Peck, P. (February 1989). Closing in on Success. *Instructor,* 98 (6), 30-32.

Pinnell, G. S. (September 1990). Success for Low Achievers Through Reading Recovery. *Educational Leadership,* 48 (1), 17-21.

Pinnell, G. S., Fried, M. D., & Estice, R. M. (January 1990). Reading Recovery: Learning How to Make a Difference. *The Reading Teacher,* 43 (4), 282-295.

Reed, S., & Sautter, R. C. (June 1990). Children of Poverty: The Status of 12 Million Young Americans (Kappan Special Report). *Phi Delta Kappan,* 71 (10), K1-K12.

Research Identifies Effective Programs for Students At Risk of School Failure. (1987). Baltimore, MD: Center for Research on Elementary and Middle Schools. (ERIC Document Reproduction Service No. ED 313 466)

Reversing the Trend of Hispanic Undereducation. (1989). Washington, DC: National Council of La Raza. (ERIC Document Reproduction Service No. ED 315 478)

Rist, M. C. (January 1990). The Shadow Children: Preparing for the Arrival of Crack Babies in School. *American School Board Journal,* 177 (1), 18-24.

Rist, M. C. (July 1990). The Shadow Children: Preparing for the Arrival of Crack Babies in School. *Research Bulletin No. 9.* Bloomington, IN: Phi Delta Kappa Center on Evaluation, Development, and Research.

Schorr, L. B. (1988). *Within Our Reach: Breaking the Cycle of Disadvantage.* New York: Doubleday.

Slavin, R. E., & Madden, N. A. (April 20-24, 1987). *Effective Classroom Programs for Students At Risk.* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED 288 922)

Study Finds Early Intervention Benefits Cognition, Behavior. (Fall 1990). *Counterpoint,* 11 (1), 7. [Results of study on intervention for low birth weight infants]

The Center for Successful Child Development. (November 17-18, 1988). Paper presented at the National Conference on Early Childhood Issues, Washington, DC. (ERIC Document Reproduction Service No. ED 304 217)

Walling, D. R. (1990). *Meeting the Needs of Transient Students.* Bloomington, IN: Phi Delta Kappa.

5.4 Chapter 1 Basic and Migrant Programs

Cotton, K. J., Griswold, M. M., Estes, G. D., & Others. (1988). *Effective Compensatory Education Sourcebook, Volume IV: Project Profiles.* Washington, DC: U. S. Government Printing Office.

Early Reading Intervention: A Success Oriented Reading Program for Young Migrant Children. (1988). A report on the pilot session, Migrant Education Region IV. Sacramento, CA: California State Department of Education. (ERIC Reproduction Service No. ED 312 104)

Moore, M. T., & Funkhouser, J. (January 1990). *More Time to Learn: Extended Time Strategies for Chapter 1 Students* (Contract No. 300-85-0103). Washington, DC: U. S. Department of Education, Office of Planning, Budget & Evaluation.

Nieman, R. H., & Gastright, J. F. (November 1981). The Long-Term Effects of Title I Preschool and All-Day Kindergarten. *Phi Delta Kappan,* 63 (3), 184-85.

Richardson, G. L. (November 1988). *A Longitudinal Evaluation of Florida's Migrant Preschool Program*. Paper presented at the 1989 Conference of the Florida Education Research Association, Tallahassee, FL.

Riddle, W. C. (1989). *Education for Disadvantaged Children: Major Themes in the 1988 Reauthorization of Chapter 1*. Washington, DC: Congressional Research Service, Library of Congress. (ERIC Document Reproduction Service No. ED 308253.

Rudes, B. A., Willette, J. L., Bell, D. S., & Shapiro, L. (February 1990). *Handbook of Effective Migrant Education Practices, Volume II: Case Studies* (U.S. Department of Education, Office of Planning, Budget & Evaluation Contract No. 300-87-0133). Arlington, VA: Development Associates, Inc.

Yagi, K. (1987). *ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools*. Portland, OR: Research and Evaluation Department, Portland Public Schools. (ERIC Document Reproduction Service No. ED 291 763)

5.5 Programming for Handicapped Children

Cole, K. N., & Others. (Fall 1989). A Comparison of the Effects of Academic and Cognitive Curricula for Young Handicapped Children One and Two Years Postprogram. *Topics in Early Childhood Special Education*, 9 (3), 110-27.

Decker, M. J. (Ed.). (1989). *Directory of Selected Early Childhood Programs, 1988-1989*. Chapel Hill, NC: North Carolina University, Frank Porter Graham Center. Available from National Early Childhood Technical Assistance System, 500 NCNB Plaza, University of North Carolina, Chapel Hill, NC 27599. (ERIC Document Reproduction No. ED 309 616)

Finn, D. M., & Tazioli, P. (1989). Cleaning Out the Wheelbarrow: Planning Appropriate Assessments for Transition. In *Education and the Changing Rural Community: Anticipating the 21st Century*. Proceedings of the 1989 ACRES/NRSSC Symposium. (ERIC Document Reproduction Service No. ED 315 214.

Foss, C., & Haasch, P. (1988). Preparation of Personnel for Minority Handicapped Children in Rural Settings. In *Alternative Futures for Rural Special Education*. Proceedings of the Annual American Council on Rural Special Education National Conference. (ERIC Document Reproduction Service No. ED 299 733) [Native American Program]

Gallagher, J. J. (October 1989). The Impact of Policies for Handicapped Children on Future Early Education Policy. *Phi Delta Kappan*, 71 (2), 121-124.

Harbin, G. L. (1989). *Status of the States' Progress Toward Developing a Definition for Developmentally Delayed as Required by P. L. 99-457, Part H*. Chapel Hill, NC: North Carolina University, Carolina Institute for Child and Family Policy. (ERIC Document Reproduction Service No. ED 312 865)

Jordan, J. B. (Ed.). (1988). *Early Childhood Special Education: Birth to Three*. Reston, VA: The Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 211 851)

Karnes, M. B., & others. (Winter 1989). Developing Problem-Solving Skills to Enhance Task Persistence of Handicapped Preschool Children. *Journal of Early Intervention,* 13 (1), 61-72.

Odom, S. L. (Ed). (1988). *The Integrated Preschool Curriculum: Procedures for Socially Integrating Preschoolers with or without Handicaps.* Seattle, WA: University of Washington Press. [Emphasizes social & play skills]

Parsons, A. S., & McIntosh, D. K. (Winter 1988). Serving Three- Through Five-Year-Old Children in Early Childhood Special Education Programs in Rural Areas: The Impact of P.L. 99-457. *Journal of Rural and Small Schools,* 2 (2), 12-16.

Response to PL 99-457, Titles I and II: Issues Concerning Families Residing in Rural and Remote Areas of the United States. (Spring 1988). *Rural Special Education Quarterly,* 9 (1), 24-28.

Sass-Lehrer, M., & Bodner-Johnson, B. (1989). Public Law 99-457: A New Challenge to Early Intervention. *American Annals of the Deaf,* 134 (2), 71-77.

Transition: A Model for the Transition of Handicapped Children From Essential Early Education Programs to Regular Public School Programs in a Rural Setting. (1988). Final Report of the Handicapped Children's Early Education, Assistance Demonstration Project. Burlington, VT: Vermont University, Center for Developmental Disabilities.

Walter, V. (Spring 1990). Tots Take the Lead in Bicultural Education: KDES and Gallaudet's Child Development Center Staff Develop Pre-School Mainstream Program. *Preview,* 7-12. [*Preview* is a publication of Gallaudet University].

5.6 Head Start and Follow Through Programs

Broughton, C. (September/October 1989). Serving Refugee Children and Families in Head Start. *Children Today,* 18 (5), 6-10.

Collins, R. C., & Kinney, P. F. (1989). *Head Start Research and Evaluation: Background and Overview.* Technical Paper Prepared for the Head Start Evaluation Design Project. Vienna, VA: Collins Management Consulting, Inc. (ERIC Document Reproduction Service No. ED 315 158)

Developing an Action Plan for Partnerships Between Head Start and Public Schools. (December 3, 1990). Summary of a Meeting sponsored by the U. S. Department of Education and U. S. Department of Health and Human Services. Prepared for the U. S. Department of Education Compensatory Education Programs under Contract LC 89089001.

Early Childhood Education and Development Act of 1989. (1989). Report together with Dissenting, Additional, and Individual Views (H.R. 3). House of Representatives, 101st Congress, 1st Session. Washington, DC: U.S. Congress. (ERIC Document Reproduction Service No. ED 312 070)

Gersten, R. (March 27-31, 1989). *Content and Orientation of Kindergarten Curriculum for At-Risk Students.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 307 044)

Gersten, R., & Keating, T. (March 1987). Long-Term Benefits from Direct Instruction. *Educational Leadership,* 44 (6), 28-31.

Haskins, R. (February 1989). Beyond Metaphor: The Efficacy of Early Childhood Education. *American Psychologist,* 44 (2), 274-82.

Head Start: Information on Sponsoring Organizations and Center Facilities. (1989). Fact Sheet for the Chairman, Committee on Labor and Human Resources, U.S. Senate. Washington, DC: General Accounting Office. (ERIC Document Reproduction Service No. ED 309 889)

Krohn, E. J., & Lamp, R. E. (Spring 1989). Concurrent Validity of the Stanford-Binet Fourth Edition and K-ABC for Head Start Children. *Journal of School Psychology,* 27 (1), 59-67.

Lee, V. E., & others. (1989). *Are Head Start Effects Sustained? A Longitudinal Followup Comparison of Disadvantaged Children Attending Head Start, No Preschool, and Other Preschool Programs.* (ERIC Document Reproduction Service No. ED 309 880)

Lee, V. E., Schnur, E., & Brooks-Gunn, J. (1988). Does Head Start Work? A 1-Year Follow-Up Comparison of Disadvantaged Children Attending Head Start, No Preschool, and Other Preschool Programs. *Developmental Psychology,* 24 (2), 210-222.

McCormick, C. E., & Mason, J. M. (1989). Fostering Reading for Head Start Children with Little Books. In J. Allen and J. Mason (Eds.) *Risk Makers, Risk Takers, Risk Breakers.* New York: Heinemann.

McKey, R. H., & others. (1985). *The Impact of Head Start on Families and Communities.* Final Report of the Head Start Evaluation Synthesis and Utilization Project. Washington, DC: CSR.

McNamara, T. C. (April 20-21, 1987). *A Large School District's Perspective on the Structure Controversy.* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED 281 289)

Nielsen, W. L. (June 1989). The Longitudinal Effects of Project Head Start on Students' Overall Academic Success: A Review of the Literature. *International Journal of Early Childhood,* 21 (1), 35-42.

Penning, N. (January 1990). The Report Card of the Education President. *School Administrator,* 47 (2), 27-28.

Reauthorization of the Follow Through Program. (1986). Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session. Washington, DC: U.S. Congress. (ERIC Document Reproduction Service No. ED 288 607)

Reversing the Trend of Hispanic Undereducation. (1989). Washington, DC: National Council of La Raza. (ERIC Document Reproduction Service No. ED 315 478)

Stallings, J. (1987). Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction. In *The Lipman Papers: Appropriate Programs for Four-Year-Olds.* (ERIC Document Reproduction Service No. ED 297 874).

Strickland, G., & Holzman, L. (Summer 1989). Developing Poor and Minority Children as Leaders with the Barbara Taylor School Educational Model. *Journal of Negro Education,* 58 (3), 383-98.

Tsantis, L., & others. (January/February 1989). Computers and Preschoolers: The Head Start/IBM Partnership. *Children Today,* 18 (1), 21-23.

5.7 Even Start / Intergenerational and Family Programs

A Guide for State Action: Early Childhood & Family Education. (1988). Washington, DC: Council of Chief State School Officers. Available from The Council of Chief State School Officers, 400 North Capitol Street, N.W. Suite 379, Washington, DC 20001 for $4.00. (ERIC Document Reproduction Service No. ED 305 154)

Auerbach, E. R. (1989). Toward a Social-Contextual Approach to Family Literacy. *Harvard Educational Review,* 59 (2), 165-181.

Bruneau, O. J. (December 1988). Involving Parents in the Mathematics Education of Their Young Handicapped Child. *Arithmetic Teacher,* 36 (4), 16-18.

Bush, B. (1989). *First Teachers.* Washington, DC: The Barbara Bush Foundation.

Congressional Research Service. (1988). *Federal Aid to Elementary and Secondary Education: A Side-by-Side Comparison of Current Law with H.R. 5, as Passed by the House of Representatives (The School Improvement Act of 1987) and by the Senate (The Robert T. Stafford Elementary and Secondary Education Improvement Act of 1987).* Washington, DC: Library of Congress. (ERIC Document Reproduction Service No. ED 293 639)

Crites, M. S. (1989). Child Development and Intergenerational Programming. *Journal of Children in Contemporary Society,* 20 (3-4), 33-43.

Cyphers, L. H., & Others. (October-December 1989). Cognitive Abilities in the Early School Years: No Effects of Shared Environment Between Parents and Offspring. *Intelligence,* 13 (4), 369-86.

Holt, J. (1989). *Learning All the Time: How Young Children Begin to Read, Write, Count, & Investigate the World....* Reading, MA: A Merloyd Lawrence Book, Addison-Wesley Publishing Company, Inc.

Hornak, R. T., & Carothers, L. H. (1989). *First Years Together: A Curriculum for Use in Interventions with High Risk Infants and Their Families.* Raleigh, NC: Project Enlightenment, Wake County Public School System. (ERIC Document Reproduction Service No. ED 312 874)

Intergenerational Programs: Imperatives, Strategies, Impacts, Trends. (1989). Themed issue. *Journal of Children in Contemporary Society,* 20 (3-4).

Johnston, M. M. (November 14-17, 1985). *Intergenerational Experiences and Programs: Benefits and Considerations for Young Children, Older Adults and Program Administrators*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, New Orleans, LA. (ERIC Document Reproduction Service No. ED 264 020)

Pennsylvania State Department of Education. (1987). *National Survey in Regard to HR 5*. Harrisburg, PA: Pennsylvania State Department of Education. (ERIC Document Reproduction Service No. ED 298 187)

Powell, D. R. (1989). *Families and Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.

Rasinski, T. V. (December 1989). Reading and the Empowerment of Parents. *The Reading Teacher*, 43 (3), 226-231.

Riddle, W. C. (1989). *Education for Disadvantaged Children: Major Themes in the 1988 Reauthorization of Chapter 1*. Washington, DC: Congressional Research Service, Library of Congress. (ERIC Document Reproduction Service No. ED 308253)

Seibles, M. (1988). *Family Literacy: Abstracts of Family Literacy Programs*. Washington, DC: U. S. Department of Education, Office of Vocational and Adult Education.

Silber, S. (Winter, 1989). Family Influences on Early Development. *Topics in Early Childhood Special Education*, 8 (4), 1-23. [Reviews the literature on family influences on early childhood development.]

Smith, C. B. (January 1990). Involving Parents in Reading Development. *The Reading Teacher*, 332.

Stegelin, D. A. (January 1990). Kentucky's Statewide Parent Survey on Child Care Needs and Resources: Implications for Policy and Research. *Dimensions*, 18 (2), 9-12.

Taylor, D., & Strickland, D. S. (1986). *Family Storybook Reading*. Portsmouth, NH: Heinemann Educational Books, Inc.

The Even Start Act-- H. R. 2535. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985). Washington, DC: Congress of the U.S. (ERIC Document Reproduction Service No. ED 288 601)

Treffeisen, S. (1989). *Parents As Teachers: Adaptation in Child Care Centers*. Report #89-2. St. Louis, MO: University of Missouri, Parents as Teachers National Center. (ERIC Document Reproduction Service No. ED 314 172)

Trelease, J. (1989). *The New Read Aloud Handbook* (2nd revised edition). New York: Penguin Books.

Weiss, H., Simeone, J., & Heifez, J. (1989). *Innovative States: Emerging Family Support and Education Programs*. Cambridge, MA: Harvard Family Research Project.

Weiss, H., Simeone, J., & Heifez, J. (1989). *Evaluating Family Literacy Programs*. Cambridge, MA: Harvard Family Research Project.

5.8 Montessori Programs

Bauch, J. P., & Hsu, H. J. (February 1988). Montessori: Right or Wrong About Number Concepts? *Arithmetic Teacher,* 35 (6), 8-11.

Calvert, P. (November 13-16, 1986). *Responses to Guidelines for Developmentally Appropriate Practice for Young Children and Montessori.* Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Washington, DC. (ERIC Document Reproduction Service No. ED 280 558)

Dawson, M. (1987). *Minority Student Performance: Is the Montessori Magnet School Effective?* Houston, TX: Houston Independent School District. (ERIC Document Reproduction Service No. ED 309881)

Elkind, D. (November 1988). The Wellsprings of Early Childhood Education. *Momentum,* 19 (4), 7-10.

Krogh, S. L. (July/August 1984). Preschool Democracy--Ideas from Montessori. *Social Studies,* 75 (4), 178-81.

Levin, H. M. (1988). *Accelerated Schools for At-Risk Students* (CPRE Research Report Series RR-010). Center for Policy Research in Education. (ERIC Document Reproduction Service No. ED 300 143)

Lillard, P. P. (1988). *Montessori: A Modern Approach.* New York: Schocken Books.

Lohmann, R. T. (1988). *A Re-vision of Montessori: Connections with Dewey, Piaget, and Vygotsky.* (ERIC Document Reproduction No. ED 304210)

Miller, L. B., & Bizzell, R. P. (1983). Long-Term Effects of Four Preschool Programs: Sixth, Seventh, and Eighth Grades. *Child Development,* 54 (3), 727-741.

Miller, L. B., & Bizzell, R. P. (August 1984). Long-Term Effects of Four Preschool Programs: Ninth- and Tenth-Grade Results. *Child Development,* 55 (4), 570-87.

Montessori, M. (1964). *The Montessori Method.* New York: Schocken.

Stallings, J. (1987). Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction. In *The Lipman Papers: Appropriate Programs for Four-Year-Olds.* (ERIC Document Reproduction Service No. ED 297 874)

5.9 High/Scope Programs

Berrueta-Clement, J. R., Schweinhart, L. J., Barnett, W. S., Epstein, A. S., & Weikart, D. P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19.* (Monographs of the High/Scope Educational Research Foundation, 8). Ypsilanti, MI: High/Scope Press. (ERIC Document Reproduction Service No. ED 313 128)

Egbert, R. L. (Ed.). (1989). *Improving Life Chances for Young Children*. (Monographs of the High/Scope Educational Research Foundation). Ypsilanti, MI: High/Scope Press.

Schweinhart, L. J., & Weikart, D. P. (April 1985). Evidence That Good Early Childhood Programs Work. *Phi Delta Kappan*, 545-51.

Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1985). A Report on the High/Scope Preschool Curriculum Models Through Age 15. *Early Childhood Research Quarterly*, 1, 15-45.

Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1986). *Consequences of Three Preschool Curriculum Models Through Age 15*. Ypsilanti, MI: High/Scope Educational Research Foundation.

Weikart, D. P. (1988). Quality in Early Childhood Education. In C. Warger, *A Resource Guide to Public School Early Childhood Programs* (pp. 63-72). Alexandria, VA: Association for Supervision and Curriculum Development.

6. Organization, Research, Program Evaluation, Issues, & Trends

Adams, M. J. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: Massachusetts Institute of Technology.

Arpan, L. (Summer 1988). Too Much, Too Early? *Chalkboard* (Indiana University School of Education Alumni Association), 36, 2, 10-11.

Beller, K. E. (1983). The Philadelphia Study: The Impact of Preschool on Intellectual and Socio-Emotional Development. In *Consortium for Longitudinal Studies, As the Twig is Bent ... Lasting Effects of Preschool Programs* (pp. 333-376). Hillsdale, NJ: Lawrence Erlbaum Associates.

Berrueta-Clement, J. R., Schweinhart, L. J., Barnett, W. S., Epstein, A. S., & Weikart, D. P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19*. (Monographs of the High/Scope Educational Research Foundation, 8). Ypsilanti, MI: High/Scope Press. (ERIC Document Reproduction Service No. ED 313 128)

Brenner, B. (March 12, 1990). Off to a Good Start. *Newsweek* (Special Section on Education in America sponsored by Dodge and The National PTA), 8-9.

Brown, A. L., & Kane, M. J. (October 1988). Preschool Children Can Learn to Transfer: Learning to Learn and Learning From Example. *Cognitive Psychology*, 20 (4), 493-523.

Bruno, R. R. (1988). *School Enrollment-- Social and Economic Characteristics of Students: October 1985 and 1984* [U. S. Bureau of the Census, Current Population Report]. Washington, DC: Government Printing Office.

Caldwell, B. M. (May 1987). Staying Ahead: The Challenge of the Third Grade Slump. *Principal*, 66 (5), 10-14.

Caldwell, B. M. (Spring 1989). A Comprehensive Model for Integrating Child Care and Early Childhood Education. *Teachers College Record*, 90 (3), 404-414.

Charlesworth, R. (March 1989). "Behind" Before They Start? Deciding How to Deal With the Risk of Kindergarten "Failure." *Young Children,* 44 (3), 5-13.

Cole, K. N., & Others. (Fall 1989). A Comparison of the Effects of Academic and Cognitive Curricula for Young Handicapped Children One and Two Years Postprogram. *Topics in Early Childhood Special Education,* 9 (3), 110-27.

Conklin, N. F., & Others. (1989). *Early Childhood Programs and Policy in the Northwest and Hawaii: A Regional Depiction Study.* Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 304 222)

Connell, D. R. (July 1987). The First 30 Years Were the Fairest: Notes from the Kindergarten and Ungraded Primary (K-1-2). *Young Children,* 42 (5), 30-39.

Cotton, K., & Others. (1989). *School Improvement Research: Series III, 1988-89* [focus on early childhood & elementary education]. Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 312 030)

Curry, M. E. (November/December 1989). Books, Blocks and Boys. *Teaching K-8,* 20 (3), 68-69.

Cyphers, L. H., & Others. (October-December 1989). Cognitive Abilities in the Early School Years: No Effects of Shared Environment Between Parents and Offspring. *Intelligence,* 13 (4), 369-86.

Elkind, D. (1981). *The Hurried Child: Growing Up Too Fast Too Soon.* Reading, MA: Addison Wesley Publishing Company.

Elkind, D. (1987). *Miseducation: Preschoolers At Risk.* New York: Alfred A. Knopf.

Elkind, D. (November 1988). The Wellsprings of Early Childhood Education. Momentum, 19 (4), 7-10.

Elkind, D. (January 1989). A Reply from David Elkind [topic: multi-age grouping vs. departmentalization & rotation]. *Principal,* 68 (3), 47.

Fuqua, J. D., & Ross, M. K. (April 13-16, 1989). *Saying Is Not Believing: The Gap Between Theory and Practice in Early Childhood Classrooms.* Paper presented at the Annual Meeting of the Southern Association on Children Under Six, Richmond, VA. (ERIC Document Reproduction Service No. ED 313 161)

Gage, N. L. (December 1990). Dealing With the Dropout Problem. *Phi Delta Kappan,* 72 (4), 280-85.

Gallagher, J. J. (October 1989). The Impact of Policies for Handicapped Children on Future Early Education Policy. *Phi Delta Kappan,* 71 (2), 121-124.

Gersten, R., & Keating, T. (March 1987). Long-Term Benefits from Direct Instruction. *Educational Leadership,* 44 (6), 28-31.

Goldring, E. B., & Presbrey, L. S. (Summer 1986). Evaluating Preschool Programs: A Meta-Analytic Approach. *Educational Evaluation and Policy Analysis,* 8 (2), 179-188.

Goodlad, J., & Anderson, R. (1987). *The Non-Graded Elementary School* (revised edition). New York: Teachers College Press.

Gough, P. B. (December 1990). Moving Beyond Rhetoric. *Phi Delta Kappan,* 72 (4), 259.

Granger, R. C. (October 1989). The Staffing Crisis in Early Childhood Education. *Phi Delta Kappan,* 71 (2), 130-134.

Greenberg, P. (January 1990). Ideas That Work With Young Children. Why Not Academic Preschool? (Part 1). *Young Children,* 45 (2), 70-80.

Hansen, K. H. (1989). *Early Childhood Education: Policy Issues*. Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 312 045)

Haskins, R. (February 1989). Beyond Metaphor: The Efficacy of Early Childhood Education. *American Psychologist,* 44 (2), 274-82.

Hatch, J. A., & Freeman, E. B. (October 1988). Who's Pushing Whom? Stress and Kindergarten. *Phi Delta Kappan,* 70 (2), 145-147.

Hitz, R., & Driscoll, A. (Winter 1989). *State Prekindergarten Program.* Progress Report. Salem, OR: Oregon State Department of Education.

Hollifield, J., & others. (1989). *Children Learning in Groups: And Other Trends in Elementary and Early Childhood Education.* Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Hoot, J. L., & Others. (1989). *Educator Beliefs Regarding Developmentally Appropriate Preschool Programming*. (ERIC Document Reproduction Service No. ED 315 179)

Howes, C. (1986). *Keeping Current in Child Care Research: An Annotated Bibliography.* Washington, DC: National Association for the Education of Young Children.

Hymes, J. L. (1990). *Early Childhood Education-- The Year in Review: A Look at 1989.* Washington, DC: National Association for the Education of Young Children. (ERIC Document Reproduction Service No. ED 315 169)

Kagan, S. L. (October 1989). Early Care and Education: Beyond the Schoolhouse Doors. *Phi Delta Kappan,* 71 (2), 107-112.

Kagan, S. L. (Ed.). (October 1989). Options and Opportunities. *Phi Delta Kappan,* 71 (2), 138-141.

Kamerman, S. B. (October 1989). An International Overview of Preschool Programs. *Phi Delta Kappan,* 71 (2), 135-137.

Kantrowitz, B., Wingert, P., De La Pena, N., Gordon, J., & Padgett, T. (February 12, 1990). The Crack Children. *Newsweek,* 115 (7), 62-3.

Karnes, M. B., Shwedel, A. M., & Williams, M. B. (1983). A Comparison of Five Approaches for Educating Young Children From Low-Income Homes. In *Consortium for Longitudinal Studies: As the Twig Is Bent . . . Lasting Effects of Preschool Programs* (pp. 133-169). Hillsdale, NJ: Lawrence Erlbaum Associates.

Karweit, N. (May 1988). A Research Study: Effective Preprimary Programs and Practices. *Principal,* 67 (5), 18-21.

Karweit, N. (November 1988). Quality and Quantity of Learning Time in Preprimary Programs. *Elementary School Journal,* 89 (2), 119-133.

Katz, L. B., Evangelou, D., & Hartmen, J. A. (1990). *The Case for Mixed-Age Grouping in Early Childhood Education.* Washington, DC: National Association for the Education of Young Children.

Katz, L. F. (1988). *Early Childhood Education: What Research Tells Us* (Fastback #280). Bloomington, IN: Phi Delta Kappa Educational Foundation.

Lawler, S. D., & Boals, B. M. (November 11-14, 1989). *Changes in Early Childhood: Public School Programs for 4-Year-Olds.* Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration, Columbia, SC. (ERIC Document Reproduction Service No. ED 312 787)

Lazar, I. (January 1988). Measuring the Effects of Early Childhood Programs. *Community Education Journal,* 15, 8-11.

Lee, M. W. (1989). Making Child Development Relevant for All Children: Implications for Teacher Education. *Early Child Development and Care,* 47 , 63-73.

Lewis, A. C. (November 1988). Washington Report: A Revolution Through the Back Door. *Phi Delta Kappan,* 70 (3), 188-89.

McKey, R. H., & others. (1985). *The Impact of Head Start on Families and Communities.* Final Report of the Head Start Evaluation Synthesis and Utilization Project. Washington, DC: CSR.

McNamara, T. C. (April 20-21, 1987). *A Large School District's Perspective on the Structure Controversy.* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED 281 289)

Miller, L. B., & Bizzell, R. P. (1983). Long-Term Effects of Four Preschool Programs: Sixth, Seventh, and Eighth Grades. *Child Development,* 54 (3), 727-741.

Miller, L. B., & Bizzell, R. P. (August 1984). Long-Term Effects of Four Preschool Programs: Ninth- and Tenth-Grade Results. *Child Development,* 55 (4), 570-87.

Mitchell, A. (May 1989). Old Baggage, New Visions: Shaping Policy for Early Childhood Programs. *Phi Delta Kappan,* 70 (9), 664-72.

Mitchell, A., Seligson, M., & Marx, F. (1989). *Early Childhood Programs and the Public Schools: Between Promise and Practice.* Dover, MA: Auburn House Publishing Co.

National Goals for Education. (July 1990). Washington, DC: U. S. Department of Education.

Nieman, R. H., & Gastright, J. F. (November 1981). The Long-Term Effects of Title I Preschool and All-Day Kindergarten. *Phi Delta Kappan,* 63 (3), 184-85.

Our Children--Our Future: The Care and Education of Young Children. (July 20-21, 1989). Proceedings of a State Education Policy Symposium, Virginia Beach, VA. (ERIC Document Reproduction Service No. ED 315 146)

Pancrazio, S. B. (1989). *Prekindergarten Programs for Children At Risk of Academic Failure.* Illinois School Improvement Update Series Progress Report. Springfield, IL: Illinois State Board of Education. (ERIC Document Reproduction Service No. ED 314 174)

Pendleton, A. (1986). *Preschool Enrollment: Trends and Implications.* Washington, DC: Center for Education Statistics [Reprint from *The Condition of Education*, pp. 125-136.] (ERIC Document Reproduction Service No. ED 284 658)

Pierson, D. E., Bronson, M. B., Dromey, E., Swartz, J., Tivnan, T., & Walker, D. K. (1983). The Impact of Early Education: Measured by Classroom Observations and Teacher Ratings of Children in Kindergarten. *Evaluation Review,* 7 (2), 191-216.

Pipho, C. (January 1990). Watching the Legislature. *Phi Delta Kappan,* 71 (5), 342-43.

Pratt, D. (Spring 1986). On the Merits of Multiage Classrooms: Their Work Life. *Research in Rural Education,* 3 (3), 111-116.

Ramey, C. T., & Campbell, F. A. (1984). Preventive Education for At-Risk Children: Cognitive Consequences of the Carolina Abecedarian Project. In M. J. Begab, H. C. Haywood, & H. L. Garber (Eds.), *Psycho-social Influences in Retarded Performances: Volume II, Strategies for Improving Competence* (pp. 89-112). Baltimore, MD: University Park Press.

Reed, S., & Sautter, R. C. (June 1990). Kappan Special Report--Children of Poverty: The Status of 12 Million Young Americans. *Phi Delta Kappan,* 71 (10), K1-12.

Riley, R. W. (November 1986). Can We Reduce the Risk of Failure? *Phi Delta Kappan,* 86 (4), 214-219.

Robinson, S. L. (March 1987). Kindergarten in America: Five Major Trends. *Phi Delta Kappan,* 68 (7), 529-530.

Rogers, C. S., & Sawyers, J. K. (1988). How Play Relates to Other Behavior. In *Play in the Lives of Children* (pp. 55-71). Washington, DC: National Association for the Education of Young Children.

Sava, S. G. (1987). Development, Not Academics. *Young Children,* 42 (5), 15.

Schultz, T. (October 1989). Testing and Retention of Young Children: Moving from Controversy to Reform. *Phi Delta Kappan,* 71 (2), 125-129.

Schweinhart, L. J., Koshel, J. J., & Bridgman, A. (March 1987). Policy Options for Preschool Programs. *Phi Delta Kappan,* 68 (7), 524-529.

Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1986). *Consequences of Three Preschool Curriculum Models Through Age 15.* Ypsilanti, MI: High/Scope Educational Research Foundation.

Seefeldt, C. (November 1988). Teacher Certification and Program Accreditation in Early Childhood Education. *Elementary School Journal,* 89 (2), 241-51.

Sigel, I. E. (1987). Does Hothousing Rob Children of Their Childhood? *Early Childhood Research Quarterly,* 2, 211-225.

Smith, K. E. (January 1990). Viewpoint: Developmentally Appropriate Education or the Hunter Teacher Assessment Model: Mutually Incompatible Alternatives. *Young Children,* 45 (2), 12-13.

Smith, M. M. (November 1989). NAEYC Annual Report: NAEYC: Confronting Tough Issues. *Young Children,* 45 (1), 32-34.

Spodek, B. (April 5-9, 1988). *Early Childhood Curriculum and the Definition of Knowledge.* Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 293 657)

Stahl, S. A., Osborn, J., & Lehr, F. (1990). *Beginning to Read: Thinking and Learning About Print--A Summary.* Champaign, IL: Center for the Study of Reading, The Reading Research and Education Center, University of Illinois at Urbana-Champaign.

Strother, D. B. (December 1987). Preschool Children in the Public Schools: Good Investment? Or Bad? *Phi Delta Kappan,* 69 (4), 304-308.

Study Finds Early Intervention Benefits Cognition, Behavior. (Fall 1990). *Counterpoint,* 11 (1), 7. [Results of study on intervention for low birth weight infants.]

Sylva, K. (July 31-August 4, 1989). *Monitoring and Evaluating Early Education Programmes.* Paper presented at the International Conference on Early Education and Development, Hong Kong. (ERIC Document Reproduction Service No. ED 313 110)

Tawhinney, P. E. (May 1964). We Gave Up On Early Entrance. *Michigan Education Journal.*

Trawick-Smith, J. W. (Ed.). (1989). *Preschool Education* (Hot Topics Series). Bloomington, IN: Phi Delta Kappa Center on Evaluation, Development and Research.

Trawick-Smith, J. W. (Ed.). (1989). *Kindergarten Education* (Hot Topics Series). Bloomington, IN: Phi Delta Kappa Center on Evaluation, Development and Research.

Treffeisen, S. (1989). *Parents As Teachers: Adaptation in Child Care Centers.* Report #89-2. St. Louis, MO: University of Missouri, Parents as Teachers National Center. (ERIC Document Reproduction Service No. ED 314 172)

Trostle, S. L., & Merrill, B. (1986). *Prekindergarten Programs in Public Schools: A National and State Review.* Charleston, WV: Appalachia Educational Laboratory. (ERIC Document Reproduction Service No. ED 292 573)

Vance, M. B., & Boals, B. (November 3-6, 1989). *The Discrepancy Between Elementary Principal's and Kindergarten Teacher's View of the Content and Procedures Which Constitute a Kindergarten Program.* Paper presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA. (ERIC Document Reproduction Service No. ED 314 166)

Van-Scoy, I. J. (April 13-19, 1989). *The Primary Difference: What Makes Teaching in the Primary Grades Unique.* Paper presented at the Annual Meeting of the Southern Association on Children Under Six, Richmond, VA. (ERIC Document Reproduction Service No. ED 308 957)

7. Curriculum & Instruction

7.1 Curriculum Guides and General Topics

Blythe, T., & Gardner, H. (April 1990). A School for All Intelligences. *Educational Leadership,* 33-37.

Bolanos, P. J. (January 1990). Restructuring the Curriculum. *Principal,* 69 (3), 13-14.

Bolen, L. (October 1989). The Importance of the Arts in the Early Childhood Curriculum. *Dimensions,* 18 (1), 11-14.

Boyd, P. A., Potter, L. D., Carlson, R. E., & Others. (July 1989). *Early Childhood Education: Current Trends in Instruction and Assessment.* Los Angeles, CA: IOX Assessment Associates.

Bruneau, O. J. (December 1988). Involving Parents in the Mathematics Education of Their Young Handicapped Child. *Arithmetic Teacher,* 36 (4), 16-18.

Buckleitner, W. (1990). *Survey of Early Childhood Software.* Ypsilanti, MI: The High/Scope Press.

Circle of Childhood. (1988). Raleigh, NC: North Carolina Department of Public Instruction, Instructional Services.

Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience.* New York: Harper & Row.

Curriculum Resource Book for Preschool Programs for Four Year Olds. (1988). Lansing, MI: Michigan State Board of Education. (ERIC Document Reproduction Service No. ED 315 159)

Discovery. (1989). Curriculum Guide for Grades K-3 On Flight. Washington, DC: Smithsonian Institution, National Air and Space Museum. (ERIC Document Reproduction Service No. ED 310 946)

Dockendorf, M., & Close, S. (1990). *Our Primary Program: Taking the Pulse.* Victoria, British Columbia: Province of British Columbia, Ministry of Education.

Elkind, D. (October 1989). Developmentally Appropriate Practice: Philosophical and Practical Implications. *Phi Delta Kappan,* 71 (2), 113-117.

Fisher, B. (August/September 1989). The Environment Reflects the Program: Setting Up a Whole Language Kindergarten. *Teaching K-8,* 20 (1), 82.

Gersten, R., & Keating, T. (March 1987). Long-Term Benefits From Direct Instruction. *Educational Leadership,* 44 (6), 28-31.

Hillman, C. B. *Creating a Learning Climate for the Early Childhood Years* (Fastback #292). Bloomington, IN: Phi Delta Kappa.

Hohmann, C. (1990). *Young Children & Computers.* Ypsilanti, MI: High/Scope Educational Research Foundation.

Holt, J. (1989). *LearningAll the Time: How Young Children Begin to Read, Write, Count, & Investigate the World....* Reading, MA: A Merloyd Lawrence Book, Addison-Wesley Publishing Company, Inc.

Honig, B. (1989). *Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report: Program Advisory.* Sacramento, CA: California State Department of Education. (ERIC Document Reproduction Service No. ED 313 137)

Johnston, M. M. (November 14-17, 1985). *Intergenerational Experiences and Programs: Benefits and Considerations for Young Children, Older Adults and Program Administrators.* Paper presented at the Annual Conference of the National Association for the Education of Young Children, New Orleans, LA. (ERIC Document Reproduction Service No. ED 264 020)

Katz, L. F. (June 1987). What Should Young Children Be Doing? *The Wingspread Journal,* 9 (2), 1-3. (Special insert available from The Johnson Foundation, P.O. Box 547, Racine, WI 53401-0547.)

Katz, L. G., & Chard, S. C. (1989). *Engaging Children's Minds: The Project Approach.* Norword, NJ: Ablex.

Kindergarten Guide. (October 1989). Indianapolis, IN: Indiana Department of Education (Available from the Center for School Improvement and Performance, PRIME TIME Unit, Room 229, State House, Indianapolis, Indiana 46204-2798).

Lay-Dopyera, M., & Dopyera, J. E. (1987). Strategies for Teaching. In C. Seefeldt (Ed.), *The Early Childhood Curriculum: A Review of Current Research* (pp. 13-33). New York: Teachers College Press.

NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades, Serving 5- Through 8-Year-Olds. (January 1988). *Young Children,* 43 (2), 64-84.

Nunnelley, J. C. (November 1990). Beyond Turkeys, Santas, Snowmen, and Hearts: How to Plan Innovative Curriculum Themes. *Young Children,* 46 (1), 24-29.

Patterson, J. (1991). *Patterson Criterion Model for a Nursery-Kindergarten Curriculum.* Cambridge, MA: Yale University.

Powell, D. R. (September 1986). Effects of Program Models and Teaching Practices. *Young Children,* 41, 60-67.

Rasinski, T. V. (December 1989). Reading and the Empowerment of Parents. *The Reading Teacher,* 43 (3), 226-231.

Shepard, L., & Smith, M. L. (Eds.). (1989). *Thinking Grades: Research and Policies on Retention.* London: Farrow Press.

Smith, C. B. (January 1990). Involving Parents in Reading Development. *The Reading Teacher,* 332.

Smith, M. M. (November 1989). NAEYC Annual Report: NAEYC: Confronting Tough Issues. *Young Children,* 45 (1), 32-34.

Spodek, B. (April 5-9, 1988). *Early Childhood Curriculum and the Definition of Knowledge.* Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 293 657)

Suskind, D., & Kittel, J. (January 1989). Clocks, Cameras, and Chatter, Chatter, Chatter: Activity Boxes as Curriculum. *Young Children,* 44 (2), 46-50.

Tsantis, L., & Others. (January/February 1989). Computers and Preschoolers: The Head Start/IBM Partnership. *Children Today,* 18 (1), 21-23.

Walter, V. (Spring 1990). Tots Take the Lead in Bicultural Education: KDES and Gallaudet's Child Development Center Staff Develop Pre-School Mainstream Program. *Preview,* 7-12. (*Preview* is a publication of Gallaudet University).

Willer, B. A. (January 1990). Public Policy Report: Federal Comprehensive Child Care Legislation: Much Success in 1989 But More Work Ahead in 1990. *Young Children,* 45 (2), 25-27.

Williams, C. K., & Kamii, C. (November 1986). How Do Children Learn by Handling Objects? *Young Children,* 42 (1), 23-46.

Woodill, G. (1987). Critical Issues in the Use of Microcomputers by Young Children. *International Journal of Early Childhood,* 19, 50-57.

Zieher, C. *An Invitation to Play: Teacher's Guide.* (August 1986). Madison, WI: Wisconsin Department of Public Instruction.

7.2 Integrated Curriculum for Early Childhood

Butzow, C. M., & Butzow, J. W. (1989). *Science Through Children's Literature: An Integrated Approach.* Englewood, CO: Teacher Ideas Press, A Division of Libraries Unlimited, Inc.

Cangelosi, J. S. (December 1988). Language Activities that Promote Awareness of Mathematics. *Arithmetic Teacher,* 36 (4), 6-9.

Connections, Animal Patterns, Changes in Time and Space: An Interdisciplinary Theme-based Curriculum Report, 1987-1988. (September 1988). Indianapolis, IN: Indianapolis Public Schools. (Available for $20 from the Key School Option Program, Indianapolis Public Schools, 1401 East Tenth Street, Indianapolis, IN 46201.)

Galda, L., & DeGroff, L. (December 1990). Exploration and Discovery: Books for a Science Curriculum. *The Reading Teacher,* 44 (4), 316-25.

Gamberg, R., Kwak, W., Hutchings, M., Altheim, J., & Edwards, G. (1988). *Learning and Loving It: Theme Studies in the Classroom.* Portsmouth, NH: Heinemann Educational Books.

Gentile, L. M., & Hoot, J. L. (1983). Kindergarten Play: The Foundation of Reading. *The Reading Teacher,* 36, 436-439.

Henninger, M. (1987). Learning Mathematics Through Play. *Childhood Education,* 63 (3), 167-171.

Kawakami-Arakaki, A. J., Oshiro, M. E., & Farran, D. C. (January 1988). *Research to Practice: Integrating Reading and Writing in a Kindergarten Curriculum* (Technical Report No. 415). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Kobrin, B. (1988). *Eyeopeners! How to Choose and Use Children's Books About Real People, Places, and Things.* New York: Viking.

Mason, J. M. (Ed.). (1989). *Reading and Writing Connections.* Collection of conference papers and proceedings available from Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675. (ERIC Document Reproduction Service No. ED 308 471)

Melancon, L., & Peters, S. (1988). Integration: An Informal Approach to Teaching Primary Social Studies. In V. Rogers (Ed.), *Teaching Social Studies: Portraits From the Classroom* (Bulletin No. 82). Washington, DC: National Council for the Social Studies.

Pinnell, G. S. (January 1988). *Success of Children At Risk in a Program That Combines Writing and Reading* (Technical Report No. 417). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Schreiber, J. E. (1984). *Using Children's Books in Social Studies: Early Childhood Through Primary Grades.* Washington, DC: National Council for the Social Studies.

Spence, C., & Martin, C. S. (December 1988). Mathematics + Social Studies = Learning Connections. *Arithmetic Teacher,* 36 (4), 2-5.

Spiegel, D. L. (October 1990). Materials for Integrating Science and Social Studies With the Language Arts. *The Reading Teacher,* 44 (2), 162-65.

Strickland, D. S., & Morrow, L. M. (April 1990). Integrating the Emergent Literacy Curriculum with Themes. *The Reading Teacher,* 43 (8), 604-605.

Tischler, R. W. (February 1988). Mathematics from Children's Literature. *Arithmetic Teacher,* 35 (6), 42-47.

7.3 Role of Play in Early Childhood

Berliner, D., & Casanova, U. (March 1989). Play is the Work of Childhood. *Instructor,* 98 (7), 22-23.

Gallegos, M. (January 27-29, 1983). *Learning Academic Skills Through Play.* Paper presented at the Annual Meeting of the Southwest Educational Research Association, Houston, TX.

Gentile, L. M., & Hoot, J. L. (1983). Kindergarten Play: The Foundation of Reading. *The Reading Teacher,* 36, 436-439.

Hartley, R. E. (November 1971). Play, the Essential Ingredient. *Childhood Education,* 80-84.

Henninger, M. (1987). Learning Mathematics Through Play. *Childhood Education*, 63 (3), 167-171.

Kohl, M., & Young, F. (1969). *Games for Children*. New York: Cornerstone Library.

Marzollo, J., & Lloyd, J. (1972). *Learning Through Play*. New York: Harper & Row, Publishers.

Morrow, L. M., & Rand, M. K. (February 1991). Promoting Literacy During Play by Designing Early Childhood Classroom Environments. *The Reading Teacher*, 44 (6), 396-402.

Odom, S. L. (Ed). (1988). *The Integrated Preschool Curriculum: Procedures for Socially Integrating Preschoolers with or without Handicaps*. Seattle, WA: University of Washington Press. [Emphasizes play skills]

Rogers, C. S., & Sawyers, J. K. (1988). How Play Relates to Other Behavior. In *Play in the Lives of Children* (pp. 55-71). Washington, DC: National Association for the Education of Young Children.

Sher, A. (1976). *The Importance of Play*. (ERIC Document Reproduction Service No. ED 248 964)

Smilansky, S., & Shefatya, L. (1990). *Facilitating Play: A Medium for Promoting Cognitive, Socioemotional and Academic Development in Young Children*. Gaithersburg, MD: Psychosocial and Educational Publications.

Smith, D. (1987). *A Practical Guide to Play, Piaget, and Language in Preprimary Hearing Impaired Programs*. Detroit, MI: Detroit Public Schools, Michigan Department of Special Education.

Vukelich, C., & Valentine, K. (December 1990). A Child Plays: Two Teachers Learn. *The Reading Teacher*, 44 (4), 342-44.

Zieher, C. (August 1986). *An Invitation to Play: Teacher's Guide*. Madison, WI: Wisconsin Department of Public Instruction.

7.4 Cooperative Learning in Early Childhood

Cohn, E. (1986). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press.

Hollifield, J., & others. (1989). *Children Learning in Groups: And Other Trends in Elementary and Early Childhood Education*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Johnson, D., & Johnson, R. (1987). *Learning Together and Alone* (revised edition). New York: Prentice Hall.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1991). *Cooperation in the Classroom* (revised edition). Edina, MN: Interaction Book Company.

Katz, L. B., Evangelou, D., & Hartmen, J. A. (1990). *The Case for Mixed-Age Grouping in Early Childhood Education.* Washington, DC: National Association for the Education of Young Children.

Pratt, D. (Spring 1986). On the Merits of Multiage Classrooms: Their Work Life. *Research in Rural Education,* 3 (3), 111-116.

Schniedewind, N., & Davidson, E. (1987). *Cooperative Learning, Cooperative Lives.* Dubuque, IA: Wm. C. Brown Publishers.

Slavin, R. E., & Madden, N. A. (April 20-24, 1987). *Effective Classroom Programs for Students At Risk.* Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED 288 922)

Slavin, R., Sharan, S., Kagan, S., Lazarowitz, R., Webb, C., & Schmuck, R. (Eds.). (1985). *Learning to Cooperate, Cooperating to Learn.* New York: Plenum.

7.5 Art and Music in Early Childhood

Barnett, R. R. (1981). *Let Out the Sunshine.* Dubuque, IA: Wm. C. Brown Co., Publishers.

Bolen, L. (October 1989). The Importance of the Arts in the Early Childhood Curriculum. *Dimensions,* 18 (1), 11-14.

Cole, A., Haas, C., Bushnell, F., & Weinberger, B. (1972). *I Saw A Purple Cow.* Boston: Little, Brown & Co.

Glazer, T. (1973). *Eye Winker, Tom Tinker, Chin Chopper.* Garden City, New York: Doubleday & Co., Inc.

Jones, S. (1985). *Children's Songs.* New York: Gutenberg Printing Co.

McCall, A. (1967). *This Is Music.* Boston: Allyn & Bacon, Inc.

7.6 Mathematics and Science in Early Childhood

Barson, A., & Barson, L. (February 1988). IDEAS. *Arithmetic Teacher,* 35 (6), 31-36.

Bauch, J. P., & Hsu, H. J. (February 1988). Montessori: Right or Wrong About Number Concepts? *Arithmetic Teacher,* 35 (6), 8-11.

Bezuk, N. S. (February 1988). Fractions in the Early Childhood Mathematics Curriculum. *Arithmetic Teacher,* 35 (6), 56-60.

Bruneau, O. J. (December 1988). Involving Parents in the Mathematics Education of Their Young Handicapped Child. *Arithmetic Teacher,* 36 (4), 16-18.

Butzow, C. M., & Butzow, J. W. (1989). *Science Through Children's Literature: An Integrated Approach*. Englewood, CO: Teacher Ideas Press, A Division of Libraries Unlimited, Inc.

Campbell, P. F. (February 1988). Microcomputers in the Primary Mathematics Classroom. *Arithmetic Teacher,* 35 (6), 22-30.

Cangelosi, J. S. (December 1988). Language Activities that Promote Awareness of Mathematics. *Arithmetic Teacher,* 36 (4), 6-9.

Cartwright, S. (June 1989). Kids and Science--Magic in the Mix. *Child Care Information Exchange,* 67, 51-54.

Fennell, F. (February 1988). By Way of Introduction. *Arithmetic Teacher,* 35 (6), 2-3.

Fennell, F. (Ed.). (February 1988). Focus Issue Early Childhood Mathematics. *Arithmetic Teacher,* 35 (6).

Galda, L., & DeGroff, L. (December 1990). Exploration and Discovery: Books for a Science Curriculum. *The Reading Teacher,* 44 (4), 316-25.

Jensen, R. J. (February 1988). Teaching Mathematics With Technology: Calculator Activities That Emphasize Mathematical Processes. *Arithmetic Teacher,* 35 (6), 67.

Kamii, C., & Joseph, L. (February 1988). Teaching Place Value and Double-Column Addition. *Arithmetic Teacher,* 35 (6), 48-52.

Mattazen, R., & Trefil, J. (1990). *Science Matters: Achieving Scientific Literacy*. New York: Doubleday.

McClintic, S. V. (February 1988). Conservation- A Meaningful Gauge for Assessment. *Arithmetic Teacher,* 35 (6), 12-14.

McKillip, W. D., & Stanic, M. A. (February 1988). Assessing for Learning: Putting the Value Back Into Evaluation. *Arithmetic Teacher,* 35 (6), 37-38, 52.

Moche, D. (1977). *Magic Science Tricks*. New York: Scholastic Inc.

Payne, J. N. (February 1988). Research Into Practice: Place Value for Tens and Ones. *Arithmetic Teacher,* 35 (6), 64-66.

Perdue, P. K. (1989). *Small Wonders: Hands-On Science Activities for Young Children*. Glenville, IL: Good Year Books (Scott, Foresman and Company). (ERIC Document Reproduction Service No. ED 309 961)

Perdue, P. K. (1990). *Diving Into Science: Hands-On Water-Related Experiments: Grades 2-4*. Glenville, IL: Good Year Books (Scott, Foresman and Company). (ERIC Document Reproduction Service No. ED 314 243)

Reader's dialogue. (February 1988). *Arithmetic Teacher,* 35 (6), 5 & 3.

Richardson, K. (February 1988). Assessing Understanding. *Arithmetic Teacher,* 35 (6), 37-38.

Spence, C., & Martin, C. S. (December 1988). Mathematics + Social Studies = Learning Connections. *Arithmetic Teacher,* 36 (4), 2-5.

Spiegel, D. L. (October 1990). Materials for Integrating Science and Social Studies with the Language Arts. *The Reading Teacher,* 44 (2), 162-65.

Steen, L. A. (Ed.). (1990). *On the Shoulders of Giants: New Approaches to Numeracy.* Washington, DC: National Academy Press.

Stenmark, J. K., Thompson, V., & Cossey, R. (1986). *Family Math.* Berkeley, CA: University of California Board of Regents.

Stone, J. I. (1990). *Hands-On Math: Manipulative Math for Young Children Ages 3-6.* Glenview, IL: Good Year Books (Scott, Foresman and Company). (ERIC Document Reproduction Service No. ED 309 962)

Tischler, R. W. (February 1988). Mathematics from Children's Literature. *Arithmetic Teacher,* 35 (6), 42-47.

Turkel, S., & Newman, C. M. (February 1988). What's Your Number? Developing Number Sense. *Arithmetic Teacher,* 35 (6), 53-55.

Van de Walle, J. A. (February 1988). Problem Solving: Tips for Teachers: Hands-On Thinking Activities for Young Children. *Arithmetic Teacher,* 35 (6), 62-63.

Van de Walle, J. A. (February 1988). The Early Development of Number Relations. *Arithmetic Teacher,* 35 (6), 15-21.

Wolfinger, D. M. (February 1988). One Point of View: Mathematics for the Young Child-- Not Arithmetic. *Arithmetic Teacher,* 35 (6), 4.

Wolfinger, D. M. (October 1989). Mathematics in the Preschool-Kindergarten. *Dimensions,* 18 (1), 5-7.

7.7 Multicultural Education in Early Childhood

Bowman, B. T. (October 1989). Educating Language-Minority Children: Challenges and Opportunities. *Phi Delta Kappa,* 71 (2), 118-20. [Argues that developmentally appropriate curricula cannot be standardized in a multicultural community. Explains how to use child development principles effectively.]

Derman-Sparks, L., & Others. *Anti-Bias Curriculum: Tools for Empowering Young Children.* (1989). Washington, DC: National Association for the Education of Young Children. (ERIC Document Reproduction Service No. ED 305 135)

Little Soldier, L. M. (Winter 1989). Children as Anthropologists. *Childhood Education,* 66 (2), 88-91.

Mayfield, M. I. (December 1985). Parents, Children and Reading: Helping Canadian Native Indian Parents of Preschoolers. *The Reading Teacher,* 39 (3), 301-305.

McLean, S. V. (Winter 1990). Early Childhood Teachers in Multicultural Settings. *Educational Forum,* 54 (2), 197-204.

Mock, K. R. (1984). *Status Report on Multicultural Education in Early Childhood Education.* Ottawa, Ontario: Department of the Secretary of State, Multiculturalism Directorate. (ERIC Document Reproduction Service No. ED 300 149)

Multi-Cultural Societies: Early Childhood Education and Care. (June 6-15, 1984). Summary Report and Conclusions of an International Seminar, Granada, Spain. The Hague, Netherlands: Bernard van Leer Foundation. (ERIC Reproduction Service No. ED 312 056)

Swadener, E. B. (Spring 1988). Implementation of Education That is Multicultural in Early Childhood Settings: A Case Study of Two Day-Care Programs. *Urban Review,* 20 (1), 8-27.

Swick, K. J. (Ed.). (1987). *Readings on Multicultural Learning in Early Childhood Education.* Little Rock, Arkansas: Southern Association on Children Under Six. (ERIC Reproduction Service No. ED 309 863)

Thomson, B. J. (October 1989). Building Tolerance in Early Childhood. *Educational Leadership,* 47 (2), 78-9.

Williams, L. R. (Fall 1989). Diverse Gifts: Multicultural Education in the Kindergarten. *Childhood Education,* 66 (1), 2-3.

7.8 Reading and Writing in Early Childhood

Adams, M. J. (1990). *Beginning to Read: Thinking and Learning About Print.* Cambridge, MA: Massachusetts Institute of Technology.

Adams, M. J., Allington, R. L., Chaney, J. H., Goodman, Y. M., Kapinus, B. A., McGee, L. M., Richgels, D. J., Schwartz, S. J., Shannon, P., Smitten, B., & Williams, J. P. (February 1991). *Beginning to Read:* A Critique by Literacy Professionals and a Response by Marilyn Jager Adams. *The Reading Teacher,* 44 (6), 370-395.

Allen, J. (September 1988). *Literacy Development in Whole Language Kindergartens* (Technical Report No. 436). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Ashton-Warner, S. (1963). *Teacher.* New York: Simon & Schuster.

Baskwill, J. (August/September 1989). Independent Practice: Kids at Work. *Teaching K-8,* 20 (1), 76-78.

Bracey, G. W. (March 1989). Research: Learning to Read and Write. *Phi Delta Kappan,* 70 (7), 559-64.

Brownlie, F., & Gilchrist, D. (April 1989). Extending Collective Experience Into and Beyond the Text. *The Reading Teacher,* 42 (8), 618-622.

Cairney, T., & Langbien, S. (April 1989). Building Communities of Readers and Writers. *The Reading Teacher,* 42 (8), 560-567.

Carlsen, G. R., & Sherrill, A. (1988). *Voices of Readers: How We Come to Love Books.* Urbana, IL: National Council of Teachers of English.

Clark, L. K. (1988). Invented Versus Traditional Spelling in First Graders' Writings: Effects on Learning to Spell and Read. *Research in the Teaching of English,* 22 , 281-309.

Clay, M. M. (1979). *Reading: The Patterning of Complex Behavior* (2nd ed.). Auckland, New Zealand: Heinemann.

Clay, M. M. (1987). *The Early Detection of Reading Difficulties* (3rd ed.). Auckland, New Zealand: Heinemann Educational Books.

Clay, M. M. (in press). *Becoming Literate: The Construction of Inner Control.* Auckland, New Zealand: Heinemann.

Davis, D. J. (April 1989). 1st and 5th Graders Coauthor Books. *The Reading Teacher,* 652-653.

Durkin, D. (1966). *Children Who Read Early.* New York: Teachers College Press.

Durkin, D. (March 1989). *Curriculum Reform: Teaching Reading in Kindergarten* (Technical Report No. 465). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Feitelson, D., & Iraqi, J. (November 1990). Storybook Reading: A Bridge to Literary Language. *The Reading Teacher,* 44 (3), 264-65.

Felber, S. E. (October 1989). Story Mapping for Primary Students. *The Reading Teacher,* 90-91.

Froese, V. (Ed.). (April 1989). A Special Issue on Empowerment Through Literacy. *The Reading Teacher,* 42 (8).

Garcia, G. E., Jimenez, R. T., & Pearson, P. D. (August 1989). *Annotated Bibliography of Research Related to the Reading of At-Risk Children* (Technical Report No. 482). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Garcia, E. G., & Pearson, P. D. (January 1990). *Modifying Reading Instruction to Maximize its Effectiveness for All Students* (Technical Report No. 489). Champaign,IL: Center for the Study of Reading, University of Illinois at /Urbana-Champaign.

Genishi, C. (November 1988). Children's Language: Learning Words from Experience. *Young Children,* 44, 16-23.

Gersten, R. (March 27-31, 1989). *Content and Orientation of Kindergarten Curriculum for At-Risk Students.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 307 004)

Hanson, R. A., & Siegel, D. F. (April 1987). *The Long-Term Effects of Learning to Read in Kindergarten.* Paper presented at the American Educational Research Association National Convention in Washington, DC.

Harris, S. (1986). Evaluation of a Curriculum to Support Literacy Growth in Young Children. *Early Childhood Research Quarterly,* 1, 333-348.

Harste, J. (January 1990). Jerry Harste Speaks on Reading and Writing. *The Reading Teacher,* 43 (4), 316-318.

Hiebert, E. H. (September 1990). Research Directions: Starting With Oral Language. *Language Arts,* 67, 502-506.

Hillerich, R. L. (August/September 1989). Oral Language and Reading Success. *Teaching K-8,* 20 (1), 28-33.

Honig, A. S. (November 10-13, 1988). *Talk, Read, Joke, Make Friends: Language Power for Children.* Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Anaheim, CA. (ERIC Document Reproduction Service No. ED 301 333)

Hunter-Grundin, E. (February/March 1990). Spoken Language in Emergent Literacy Learning. *Reading Today,* 7 (4), 22.

Johnson, T. D., & Louis, D. R. (1987). *Literacy Through Literature.* Portsmouth, NH: Heinemann Educational Books, Inc.

Karweit, N. (1989). *The Effects of a Story Reading Program on the Vocabulary and Story Comprehension Skills of Disadvantaged Prekindergarten and Kindergarten Students.* Report No. 39 [STaR Program]. Baltimore, MD: Center for Research on Elementary and Middle Schools. (ERIC Document Reproduction Service No. ED 313 655)

Kawakami-Arakaki, A. J., Oshiro, M. E., & Farran, D. C. (January 1988). *Research to Practice: Integrating Reading and Writing in a Kindergarten Curriculum* (Technical Report No. 415). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Kobrin, B. (1988). *Eyeopeners! How to Choose and Use Children's Books About Real People, Places, and Things.* New York: Viking.

Labbo, L. D., & Teale, W. H. (February 1989). Cross-Age Reading: A Strategy for Helping Poor Readers. *The Reading Teacher,* 43 (6), 362-369.

Lay-Dopyera, M., & Dopyera, J. E. (1987). Strategies for Teaching. In Carol Seedfeldt (Ed.), *The Early Childhood Curriculum: A Review of Current Research* (pp. 13-33). New York: Teachers College Press.

Mason, J. M. (1985). *Kindergarten Reading: A Proposal for a Problem-Solving Approach.* Technical Report No. 345. Cambridge, MA: Bolt, Beranek and Newman, Inc. & University of Illinois, Urbana, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED 265 492)

Mason, J. M. (Ed.). (1989). *Reading and Writing Connections.* Collection of conference papers and proceedings available from Allyn and Bacon Order Dept., 200 Old Tappan Rd., Old Tappan, NJ 07675. (ERIC Document Reproduction Service No. ED 308 471)

Mason, J. M., Peterman, C. L., & Kerr, B. M. (April 1988). *Fostering Comprehension by Reading Books to Kindergarten Children* (Technical Report No. 426). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Mason, J. M., Peterman, C. L., Powell, B., & Kerr, B. M. (January 1988). *Reading and Writing Attempts by Kindergarten Children After Book Reading by Teachers* (Technical Report No. 419). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

McCormick, C. E., & Mason, J. M. (1990). *Little Books.* Glenview, IL: Good Year Books (Scott, Foresman & Company).

McCormick, C. E., & Mason, J. M. (September 1986). *Use of Little Books at Home: A Minimal Intervention Strategy That Fosters Early Reading*. (Technical Report No. 388). Campaign, IL: University of Illinois, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED 314 742)

McCormick, C. E., & Mason, J. M. (1986). Intervention Procedures for Increasing Preschool Children's Interest In and Knowledge About Reading. In W. H. Teale and E. Sulzby (Eds.), *Emergent Literacy: Writing and Reading* (pp.90-115). Norwood, NJ: Ablex Publishing Corporation.

McGee, L. M., & Jones, C. (October 1990). Learning to Use Print in the Environment: A Collaboration. *The Reading Teacher,* 44 (2), 170-72.

McGee, L. M., & Richgels, D. J. (December 1989). "K is Kristen's": Learning the Alphabet From a Child's Perspective. *The Reading Teacher,* 43 (3), 216-225.

McGee, L. M., & Richgels, D. J. (August/September 1990). Don't Throw Away That Cereal Box. *Reading Today,* 23.

Moore, S. A., & Moore, D. W. (January 1990). Emergent Literacy: Children, Parents, and Teachers Together. *The Reading Teacher,* 43 (4), 330-31.

Moore, S. A., & Moore, D. W. (May 1990). Beginning to Read. *The Reading Teacher,* 678-79.

Pinnell, G. S. (January 1988). *Success of Children At Risk in a Program That Combines Writing and Reading* (Technical Report No. 417). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Pinnell, G. S. (September 1990). Success for Low Achievers Through Reading Recovery. *Educational Leadership,* 48 (1), 17-21.

Pinnell, G. S., Fried, M. D., & Estice, R. M. (January 1990). Reading Recovery: Learning How to Make a Difference. *The Reading Teacher,* 43 (4), 282-295.

Rasinski, T. V. (December 1989). Reading and the Empowerment of Parents. *The Reading Teacher,* 43 (3), 226-231.

Reilly, J. S. (October 1989). A HOT Approach to Literature in Kindergarten-- Avoid the Duping of Young Minds. *The Reading Teacher,* 93.

Reimer, B. L., & Warshow, L. (April 1989). Questions We Ask of Ourselves and Our Students. *The Reading Teacher,* 42 (8), 596-606.

Rowe, D. W. (1989). Author/Audience Interaction in the Preschool: The Role of Social Interaction in Literacy Learning. *Journal of Reading Behavior*, 21, 311-347.

Schickendanz, J. (November 1990). Preschoolers and Academics: Some Thoughts. *Young Children*, 46 (1), 4-13.

Smith, C. B. (January 1990). Involving Parents in Reading Development. *The Reading Teacher*, 43 (4), 332.

Spiegel, D. L. (October 1990). Materials for Integrating Science and Social Studies With the Language Arts. *The Reading Teacher*, 44 (2), 162-65.

Strickland, D. S. (March 1990). Emergent Literacy: How Young Children Learn to Read and Write. *Educational Leadership*, 47 (6), 18-23.

Strickland, D. S., & Morrow, L. M. (October 1988). New Perspectives on Young Children Learning to Read and Write. *The Reading Teacher*, 42 (1), 70-71.

Strickland, D. S., & Morrow, L. M. (November 1988). Creating a Print Rich Environment. *The Reading Teacher*, 42 (2), 156-57.

Strickland, D. S., & Morrow, L. M. (December 1988). Reading, Writing, and Oral Language. *The Reading Teacher*, 42 (3), 240-41.

Strickland, D. S., & Morrow, L. M. (January 1989). Interactive Experiences With Storybook Reading. *The Reading Teacher*, 42 (4), 322-23.

Strickland, D. S., & Morrow, L. M. (February 1989). Young Children's Early Writing Development. *The Reading Teacher*, 42 (6), 426-27.

Strickland, D. S., & Morrow, L. M. (March 1989). Family Literacy and Young Children. *The Reading Teacher*, 42 (7), 530-31.

Strickland, D. S., & Morrow, L. M. (April 1989). Assessment and Early Literacy. *The Reading Teacher*, 42 (8), 634-35.

Strickland, D. S., & Morrow, L. M. (May 1989). Creating Curriculum: An Emergent Literacy Perspective. *The Reading Teacher*, 42 (9), 722-23.

Strickland, D. S., & Morrow, L. M. (October 1989). Developing Skills: An Emergent Literacy Perspective. *The Reading Teacher*, 43 (1), 82-3.

Strickland, D. S., & Morrow, L. M. (November 1989). Environments Rich in Print Promote Literacy Behavior During Play. *The Reading Teacher*, 43 (2), 178-179.

Strickland, D. S., & Morrow, L. M. (December 1989). Oral Language Development: Children as Storytellers. *The Reading Teacher*, 43 (3), 260-261.

Strickland, D. S., & Morrow, L. M. (January 1990). Sharing Big Books. *The Reading Teacher*, 43 (4), 342-343.

Strickland, D. S., & Morrow, L. M. (February 1990). The Daily Journal: Using Language Experience Strategies in an Emergent Literacy Curriculum. *The Reading Teacher*, 43 (6), 422-423.

Strickland, D. S., & Morrow, L. M. (March 1990). Family Literacy: Sharing Good Books. *The Reading Teacher,* 518-19.

Strickland, D. S., & Morrow, L. M. (April 1990). Integrating the Emergent Literacy Curriculum with Themes. *The Reading Teacher,* 43 (8), 604-605.

Strickland, D. S., & Morrow, L. M. (May 1990). Linking Theory and Practice: Resources for an Emergent Literacy Curriculum. *The Reading Teacher,* 43 (9), 690-91.

Strickland, D. S., & Morrow, L. M. (Eds.). (1989). *Emerging Literacy: Young Children Learn to Read and Write.* Newark, DE: International Reading Association.

Strickland, D. S., & Taylor, D. (1986). *Family Storybook Reading.* Portsmouth, NH: Heinemann Educational Books, Inc.

Taylor, D., & Walls, L. (September 1990). Educating Parents About Their Children's Early Literacy Development. *The Reading Teacher,* 44 (1), 72-74.

Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent Literacy.* Norwood, NJ: Ablex.

Trelease, J. (1989). *The New Read-Aloud Handbook.* New York: Penguin Books.

Vukelich, C., & Valentine, K. (December 1990). A Child Plays: Two Teachers Learn. *The Reading Teacher,* 44 (4), 342-44.

Vygotsky, L. S. (1962). *Thought and Language* (E. Hanfmann & G. Vakar, Trans.). Cambridge, MA: The MIT Press.

Webre, E. C. (1989). *Peer-Recommended Books for the Young: A Categorized Annotated Bibliography Selected from "Children's Choices."* (ERIC Document Reproduction Service No. ED 313 707)

Winter, M., & Rouse, J. (February 1989). Fostering Intergenerational Literacy: The Missouri Parents as Teachers Program. *The Reading Teacher,* 43 (6), 382-386.

7.9 Social Studies in Early Childhood

Block, M. N. (1986). Social Education of Young Children. In C. Cornbleth (Ed.), *An Invitation to Research in Social Education* (Bulletin No. 77). Washington, DC: National Council for the Social Studies.

Caney, S. (1978). *Kid's America.* New York: Workman Publishing Company.

Hoge, J. D. (1988). *Teaching History in the Elementary School* (ERIC Digest No. EDO-SO-88-3). Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

Hoge, J. D., & Crump, C. (1988). *Teaching History in the Elementary School.* Bloomington, IN: Social Studeis Development Center, Indiana University [2805 East Tenth Street, Bloomington, IN 47405].

Jantz, R. K., & Klawitter, K. (1985). In W. B. Stanley (Ed.), *Review of Research in Social Studies Education, 1976-1983* (Bulletin 75). Washington, DC: National Council for the Social Studies.

Melancon, L., & Peters, S. (1988). Integration: An Informal Approach to Teaching Primary Social Studies. In V. Rogers (Ed.), *Teaching Social Studies: Portraits From the Classroom* (Bulletin No. 82). Washington, DC: National Council for the Social Studies.

National Council for the Social Studies Task Force on Early Childhood/Elementary Social Studies. (1988). *Position Paper: Social Studies for Early Childhood/Elementary School Children: Preparing for the 21st century*. Washington, DC: National Council for the Social Studies.

Schreiber, J. E. (1984). *Using Children's Books in Social Studies: Early Childhood Through Primary Grades*. Washington, DC: National Council for the Social Studies.

Spence, C., & Martin, C. S. (December 1988). Mathematics + Social Studies = Learning Connections. *Arithmetic Teacher,* 36 (4), 2-5.

Stanley, W. B. (1985). *Social Studies Research: Theory Into Practice* (ERIC Digest No. 27). Bloomington, IL: ERIC Clearinghouse for Social Studies/Social Science Education. [2805 East Tenth Street, Bloomington, IN.)

8. Student Assessment and Evaluation

Ames L. B., Gillespie, C., Haines, J., & Ilg, F. L. (1979). *The Gesell Institute's Child From One to Six: Evaluating the Behavior of the Preschool Child.* New York: Harper & Row, Publishers.

Boyd, P. A., Potter, L. D., Carlson, R. E., & Others. (July 1989). *Early Childhood Education: Current Trends in Instruction and Assessment*. Los Angeles, CA: IOX Assessment Associates.

Cannella, G. S., & Reiff, J. C. (1989). Mandating Early Childhood Entrance/Retention Assessment: Practices in the United States. *Child Study Journal,* 19 (2), 83-99.

Clay, M. M. (1987). *The Early Detection of Reading Difficulties* (3rd ed.). Auckland, New Zealand: Heinemann Educational Books.

Couchenour, D., & Others. (October 1989). IDEAS! Keystone for Curriculum: Assessment Through Observation. *Dimensions,* 18 (1), 15-18.

Durkin, D. (April 1987). Testing in the Kindergarten. *The Reading Teacher,* 40 (8), 766-770.

Fisher, B. (November/December 1989). Assessing Emergent and Initial Readers. *Teaching K-8,* 20 (3), 56-58.

Goodman, K., Goodman, Y., & Hood, W. (1989). *The Whole Language Evaluation Book.* Portsmouth, NH: Heinemann Publishers.

Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages Three through Eight. (in press). Washington, DC: National Association for the Education of Young Children. [A position statement from NAEYC and the National Association of Early Childhood Specialists in State Departments of Education.]

Harms, T., Cryer, D., & Clifford, R. M. (1990). *Infant/Toddler Environment Rating School*. New York: Teacher College Press.

Harp, B. (November 1988). When the Principal Asks: "When You Do Whole Language Instruction, How Will You Keep Track of Reading and Writing Skills?" *The Reading Teacher,* 160-161.

Hillerich, R. L. (November/December 1989). A Record of Literacy Progress. *Teaching K-8,* 20 (3), 28-32.

Kamii, C. (Ed.). (1990). *Achievement Testing in the Early Grades: The Games Grown-Ups Play*. Washington, DC: National Association for the Education of Young Children.

Krohn, E. J., & Lamp, R. E. (Spring 1989). Concurrent Validity of the Stanford-Binet Fourth Edition and K-ABC for Head Start Children. *Journal of School Psychology,* 27 (1), 59-67.

Langhorst, B. H. (April 1989). *Assessment in Early Childhood Education*. Consumer guide sponsored by the Office of Educational Research and Improvement (OERI), U. S. Department of Education. Portland, OR: Northwest Regional Educational Laboratory.

McKillip, W. D., & Stanic, M. A. (February 1988). Assessing for Learning: Putting the Value Back into Evaluation. *Arithmetic Teacher,* 35 (6), 37-38, 52.

Meisels, S. J. (1990). *Developmental Screening in Early Childhood: A Guide*. Washington, DC: National Association for the Education of Young Children.

Meisels, S. J., & Steele, D. M. (in press). *Early Childhood Developmental Checklist*. [Available from the authors at the Center for Human Growth and Development, University of Michigan, (313) 747-1084.]

Moore, M. S., & McLaughlin, L. M. (April 3-7, 1989). *Overview of Assessment Instruments for Early Childhood Visually Handicapped*. Paper presented at the Annual Convention of the Council for Exceptional Children, San Francisco, CA. (ERIC Document Reproduction Service No. ED 310 602)

NAEYC Position Statement on Standardized Testing of Young Children 3 Through 8 Years of Age. (March 1988). *Young Children,* 43 (3), 42-47.

Pinnell, G. S., Fried, M. D., & Estice, R. M. (January 1990). Reading Recovery: Learning How to Make a Difference. *The Reading Teacher,* 43 (4), 282-295.

Richardson, K. (February 1988). Assessing Understanding. *Arithmetic Teacher,* 35 (6), 37-38.

Schultz, T. (October 1989). Testing and Retention of Young Children: Moving from Controversy to Reform. *Phi Delta Kappan,* 71 (2), 125-129.

Seltzer, D. (1989). *Assessment and Early Childhood Education* [workshop guide]. Overland Park, KS: Research and Training Associates, Inc.

Seppane, P. S., & Love, J. M. (July 1990). *Observational Study of Preschool Education and Care for Disadvantaged Children: Recommendations for Measuring Cognitive and Social-Emotional Outcomes Among Chapter 1 Children*. Hampton, NH: RMC Research Corporation.

Shanklin, N. L. (April 1989). Test Review: Test of Early Written Language (TEWL). *The Reading Teacher,* 42 (8), 630-631.

Strickland, D. S., & Morrow, L. M. (April 1989). Assessment and Early Literacy. *The Reading Teacher,* 42 (8), 634-635.

Teale, W. H., et al. (April 1987). Assessing Young Children's Literacy Development. *The Reading Teacher,* 40 (8), 772-77.

9. Selected Books & Monographs

Adams, M. J. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: Massachusetts Institute of Technology.

Allen, J. & Mason, J. (Eds.). (1989). *Risk Makers, Risk Takers, Risk Breakers*. New York: Heinemann.

Ashton-Warner, S. (1963). *Teacher*. New York: Simon & Schuster.

Axline, V. (1967). *Dibs in Search of Self*. New York: Ballantine Books.

Axline, V. (1969). *Play Therapy*. New York: Ballantine Books.

Bloom, B. (1981). *All Our Children Learning*. New York: McGraw-Hill.

Brazelton, T. B. (1974). *Toddlers and Parents: A Declaration of Independence*. New York: Delacorte.

Bruner, J. S. (1962). *The Process of Education*. Cambridge, MA: Harvard University Press.

Clinchy, E. (1987). *A Consumer's Guide to Schools of Choice: For Parents and Other Educators*. Boston, MA: Institute for Responsive Education. (ERIC Document Reproduction Service No. ED 283 273)

Cohn, E. (1986). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press.

Elkind, D. (1974). *Children and Adolescents: Interpretive Essays on Jean Piaget (2nd ed.)*. New York: Oxford University Press.

Elkind, D. (1981). *The Hurried Child: Growing Up Too Fast Too Soon*. Reading, MA: Addison Wesley Publishing Company.

Elkind, D. (1987). *Miseducation: Preschoolers At Risk*. New York: Alfred A. Knopf.

Englemann, S. (1985). *Preventing Failure in the Primary Grades*. Chicago, IL: Science Research Associates.

Erikson, E. H. (1950). *Childhood and Society*. New York: Norton.

Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, Inc.

Goodlad, J., & Anderson, R. (1987). *The Non-Graded Elementary School* (revised edition). New York: Teachers College Press.

Goodman, K., Goodman, Y., & Hood, W. (1989). *The Whole Language Evaluation Book*. Portsmouth, NH: Heinemann Publishers.

Greenman, J. (1988). *Caring Spaces, Learning Places: Children's Environments that Work*. Redmond, WA: Exchange Press.

Hillman, C. B. (1988). *Teaching Four-Year-Olds: A Personal Journey*. Bloomington, IN: Phi Delta Kappa.

Hollifield, J., & others. (1989). *Children Learning in Groups: And Other Trends in Elementary and Early Childhood Education*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Johnson, D., & Johnson, R. (1987). *Learning Together and Alone* (revised edition). New York: Prentice Hall.

Marzollo, J. & Lloyd, J. (1972). *Learning Through Play*. Harper & Row, Publishers.

Marzollo, J., & Trivas, I. (1987). *The New Kindergarten: Full-Day, Child-Centered, Academic*. New York: Harper & Row, Publishers.

Mitchell, A., Seligson, M., & Marx, F. (1989). *Early Childhood Programs and the Public Schools: Between Promise and Practice*. Dover, MA: Auburn House Publishing Co.

Moore, R., & Moore, D. N. (1979). *School Can Wait*. Provo, UT: Brigham Young University Press.

Oakes, J. (1985). *Keeping Track: How Schools Structure Inequality*. New Haven, CT: Yale University Press.

Peck, J. T., & others. (1988). *Kindergarten Policies: What Is Best For Children?* Washington, DC: National Association for the Education of Young Children.

Postman, N. (1982). *The Disappearance of Childhood*. New York: Delacorte.

Schniedewind, N., & Davidson, E. (1987). *Cooperative Learning, Cooperative Lives*. Dubuque, IA: Wm. C. Brown Publishers.

Stahl, S. A., Osborn, J., & Lehr, F. (1990). *Beginning to Read: Thinking and Learning About Print--A Summary*. Champaign, IL: Center for the Study of Reading, The Reading Research and Education Center, University of Illinois at Urbana-Champaign.

Vygotsky, L. S. (1962). *Thought and Language* (E. Hanfmann & G. Vakar, Trans.). Cambridge, MA: The MIT Press.

Warger, C. (Ed.). (1988). *A Resource Guide to Public School Early Childhood Programs*. Alexandria, VA: Association for Supervision and Curriculum Development.